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ABSTRACT

This color-coded manual is a guide for local Michigan school districts and schools to meet the needs of children at risk, listing programs from across the state and designated information contact persons within each district. A foreword notes that the manual was developed from a statewide survey of all school districts designed to identify successful programs and to assess local schools' needs. Section 1 contains general information regarding the dropout crisis, provides a summary of survey results, and describes characteristics of successful programs and approaches at the state level. Section 2, "Children-At-Risk Programs in Michigan," is a compendium of selected program in use in Michigan organized under the following thematic areas: (1) identification and attendance; (2) curriculum options; (3) vocational programs; (4) community outreach and involvement; (5) staff and program development; and (6) miscellaneous. Section 3, "Children At Risk Contact Persons," is a directory of contact people who have been designated by their districts to provide information regarding at-risk programs, as well as a list of contact people for the various at-risk youth efforts in the Michigan Department of Education. Section 4 is a listing of Michigan Department of Education dropout prevention strategies. Section 5 provides a 96-item bibliography of reference materials regarding the issue of at-risk youth. (JB)

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MICHIGAN CHILDREN AT RISK RESOURCE MANUAL

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FOREWORD

The special needs of educationally-disadvantaged students have been the subject of many national and state efforts since the War on Poverty began in the 1960's. Today we are even more conscious of the diverse reasons that so many of our children are at risk of educational failure. For its part, Michigan has been a leader in its efforts to identify and to meet the needs of children at risk. The State Board of Education in 1984 in its ***Better Education for Michigan Citizens: A Blueprint for Action*** identified the reduction of the school dropout rate in Michigan as a policy priority. Governor Blanchard in his "State of the State" message in 1988 further stressed the importance of such efforts and proposed the identification and replication of model programs to prevent school dropouts. In recent years, the state has increased its role in financing programs such as Operation Graduation to meet these needs, and Governor Blanchard's 1990 budget recommendations call for preschool spending to double; but the problems of children at risk in Michigan are not solely the province of state government. The "Detroit Compact," for example, brings the business community, the education community, state government, community organizations, and the City of Detroit into a partnership to promote academic achievement and to ensure career opportunities for Detroit students. Such partnerships demonstrate that everyone linked into our educational system has a role and must join in an alliance to bring at-risk children toward academic success.

Our present efforts to meet the needs of these children reveal that we are faced with a crisis of rapidly growing numbers and that we need to understand fully the consequences of failure. As the population of at-risk students increases, we are faced with the emergence of a large underclass, poorly educated and unsuited for full participation in our future social economy. It has become increasingly apparent that the economic and human development needs of Michigan require a substantial improvement in the proportion of Michigan students who graduate, well-educated, from high school. Moreover, like the rest of the nation, Michigan is moving rapidly into a high-tech economy that will require the attainment of higher educational levels by ever larger numbers of its citizens. Thus, to secure its continuing social and economic achievements, Michigan needs to reduce school dropout rates and improve the quality of education in all its schools.

The ***Michigan Children At Risk Resource Manual*** represents one of the State Board of Education's coordinated efforts to curb school dropouts and enhance the quality of education in schools across the state. Among these efforts are the development of an early identification system, the establishment of an "At-Risk Youth Programs Clearinghouse," and the development of conferences and a statewide network to assess needs and to share information on successful state and national programs. In fact, almost every division of the Michigan Department of Education is involved. The work of the Office of Early Childhood Education and the Office of Minority Equity, for example, reflect the department's many ongoing efforts to assist children at risk.

This ***Resource Manual*** was developed subsequent to a state-wide survey of all school districts that was designated to identify successful programs and to assess local schools' needs. Dropout prevention efforts must address non-school as well as educational factors that place children at risk. We must consider health and social factors, economic and cultural disadvantages, and other circumstances that interfere with children's educational success. With these factors in mind, this ***Manual*** was designed to serve as a guide for local school districts and schools to meet the needs of children at risk.

Our challenge is clear. To ensure that Michigan's citizens attain economic success in the future, we must ensure that all Michigan children attain academic success today.

Donald L. Bemis
Superintendent of Public Instruction
December 1989

Acknowledgments

The State Board of Education has long recognized the high priority that must be given to the needs of at-risk children in Michigan. This ***Resource Manual*** results from 1987 State Board initiatives, to enhance the quality of education for at-risk youth across the state and to prevent school dropouts. These initiatives reflect the State Board of Education's continuing commitment to the idea that well-educated high school graduates are better equipped to manage their life options and to contribute to our collective future.

The Detroit Office of the Michigan Department of Education, under the direction of Kenneth A. Harris, administered the survey and produced, edited, and published the ***Michigan Children at Risk Resource Manual***. The Michigan At-Risk Youth Clearinghouse is situated in the Detroit Office.

Terry Thomas, formerly Director of Pupil Personnel Services of Oakland Intermediate School District, initiated, directed, and energized many of Michigan's efforts to reach and assist at-risk children. His commitment continues to be the source of inspiration for efforts such as the ***Manual***.

The State Board of Education extends special appreciation to the many Michigan superintendents and their staffs who participated in the survey and who developed the promising programs and practices presented in this manual.

Ronald R. Dowe, the Detroit Office's Research Analyst, was project manager. He supervised the survey effort, its production, distribution, and assessment and also prepared the preliminary computer analysis of the results. He was primarily responsible for the production of the ***Manual***.

Anne Bement, the Governor's Executive Intern in the Department of Education, committed numerous hours to the task of updating program data and the network list. She provided invaluable assistance in the final preparation.

Special thanks are due to Sue Carter, a Michigan educator, who volunteered much time and effort toward the design of this publication. The program editing, the bibliography, and the survey findings were primarily the result of her work. She initiated the research and was a principal contributor to the creation of the ***Manual***. The State Board of Education recognizes her singular contributions to the creation of this publication.

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MICHIGAN CHILDREN AT RISK RESOURCE MANUAL

OUTLINE

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INTRODUCTION

The ***Michigan Children At Risk Resource Manual*** is designed to serve as a guide for local school districts and schools to meet the needs of children at risk. It represents one of the State Board of Education's coordinated efforts to be used as a resource to help curb school dropouts and enhance the quality of education in schools across the state. Among these coordinated efforts are the development of an early identification system, the creation of a state-wide dropout prevention network, the establishment of an "At-Risk Youth Programs Clearinghouse," and the development of successful state-wide at-risk youth programs.

This Manual was developed subsequent to a state-wide survey of all school districts that was designed to identify successful programs and to assess local school's needs. Because space was limited, the programs selected to be included in the Manual to be shared statewide are only representative of the many excellent programs in Michigan. The survey's findings are included as well as a list of the state's "at-risk youth" contact persons.

The ***Michigan Children At Risk Resource Manual*** is intended to be a reference tool. It has been pre-punched to allow you to insert it in a three-ring binder along with other materials and program summaries you may now have or later acquire. Periodically the Michigan Department of Education will provide updates to the ***Manual***.

About the *Manual*

The color coding should provide quicker access to the ***Manual***'s different sections.

Part ONE *(white)* contains general information regarding the dropout crisis, a summary of survey results, and at-risk programs at the state level.

Part TWO is a compendium of selected programs in use in Michigan and has been divided into several thematic areas:

Identification and Attendance	*goldenrod*
Curriculum Options	*canary*
Vocational Programs	*salmon*
Community Outreach/Involvement	*buff*
Staff/Program Development	*blue*
Miscellaneous	*green*

Part THREE *(canary)* is a directory of contact people who have been designated by their districts to provide information regarding at-risk programs, as well as a list of contact people for the various at-risk youth efforts in the Michigan Department of Education.

Part FOUR *(pink)* is a listing of Michigan Department of Education dropout prevention strategies.

Part FIVE *(white)* provides a bibliography of reference materials regarding the issue of at-risk youth.

More information is available directly from these districts and from the listed Michigan Department of Education offices. The Children at Risk Clearinghouse also has information available regarding at-risk-youth programs, both about those here in Michigan and about other approaches used elsewhere in the country.

Please send your comments and suggestions and any recommendations for new program listings to:

Michigan at Risk Youth Clearinghouse
Michigan Department of Education
State Plaza Building, Suite 590
Detroit, Michigan 48226

(313) 256-2100
fax: (313) 256-2112

CHILDREN AT RISK IN MICHIGAN
THE DROPOUT CRISIS

Dropout prevention has been identified as one of the most important issues on the national agenda today. The United States Department of Education's 1989 ***Condition of Education*** reports that one out of every four 18 to 19 year-olds has not completed high school. Minority youth lag behind in this regard: only 65 percent of black youth and 55 percent of Hispanics in this age group have a diploma or its equivalent. Students who drop out of school before graduation have difficulty finding and keeping jobs and often turn to crime and substance abuse. Many become teenage parents. In addition to the social costs to individuals and communities, dropping out costs the citizens of this country an amount estimated to be up to $228 billion per year in lost tax revenues, welfare, and crime prevention. Ultimately, without the personal and social resources to improve their lives, the costs to the dropouts themselves are incalculable.

It has become increasingly apparent that the economic and human development needs of Michigan require a substantial improvement in the proportion of Michigan students who graduate, well-educated, from high school. Moreover, like the rest of the nation, Michigan is moving rapidly into a high-tech economy that will require the attainment of higher educational levels by ever larger numbers of its citizens. Thus, to secure its continuing social and economic achievements, Michigan needs to reduce school dropout rates and improve the quality of education in all its schools.

If Michigan school districts are to achieve this goal, they must go beyond upgrading academic standards and enriching programs through educational technology, Michigan schools must improve their capacity to teach children who are traditionally more difficult to teach -- who may have little interest in achievement or graduation. These are the children at risk.

PROGRAMS FOR AT-RISK YOUTH

Many school districts in Michigan have developed programs designed to assist youth at risk. Representative programs are summarized below in Section II. In the early 1980's, Oakland Intermediate School District was among the first in Michigan to initiate large scale efforts to study the problem of at-risk youth and to coordinate efforts to meet their needs. Representatives of every state and county agency with responsibilities for youth were brought together in a Dropout Collaborative with education leaders and pupil personnel experts to devise strategies and programs to meet the needs of the ISD's students. These materials were later to form the foundation of the Michigan Department of Education's At-risk Youth Clearinghouse in Detroit.

In 1986, stimulated by Oakland County's efforts, the first International Dropout Conference, "To Catch a Falling Star," was held in Detroit. Subsequently, the National Dropout Prevention Network was formed by those attending Michigan's conference.

Recently, the Michigan Department of Education, the Michigan legislature, interested citizens, and individual schools have undertaken numerous efforts to improve schools and lower the dropout rate. Organizations such as the Urban Alliance and the Metropolitan Youth Foundation in Detroit have launched many additional programs. Similarly, the Detroit area

education establishment formed the Southeast Michigan Dropout Network and the Detroit Dropout Collaborative to provide leadership in such efforts. Innovative programs such as Operation Graduation, the Detroit Compact, and Michigan's Tuition Incentive Program were created to keep young people in school and to provide incentives for them to learn. In 1989, the Preschool Readiness and Enrichment Program (PREP) was launched and will be expanded over the next four years to cover every "at risk" four year old in Michigan. In this effort, financial incentives will be provided to schools that adopt a three- to five-year school improvement plan.

The Michigan Department of Education, itself, provides program services and technical assistance for many dropout prevention strategies. These are listed below and are summarized in Section IV of the manual.

Program area	Major focus	Supervisor
Adult Extended Learning Services: ***Michigan Basic Skills Hotline***	Personal phone counseling, identification of options, referral and follow-up; GED information	Karen Davis (517) 373-4218 (800) 537-2836
Bilingual Education	Bilingual remedial programs; intervention, refugee, emergency immigrant support services	Miguel Ruiz (517) 373-6066
Communications	MDE program information through newsreleases and periodicals; MDE publications upon request	Robert Harris (517) 373-7802
Compensatory Education	Article 3, Section 48 juvenile rehabilitation services, Chapter 1; education of disadvantaged	Linda Brown (517) 373-3921
Detroit Office	Detroit Compact; dropout prevention materials clearinghouse; technical assistance; development of state-wide dropout prevention network; specialized research and surveys; problem referral	Kenneth Harris (313) 256-2100
Dropout Coordinator	Development and coordination of statewide dropout prevention activities; coordination of statewide dropout prevention network	Carolyn Carter (517) 373-6252
Early Childhood Education	State-funded preschool for at-risk 4-year-olds	Carolyn Logan (517) 373-8483
Grants Coordination	Identify grants and resources for dropout prevention strategies/programs	Carol Wolenberg (517) 373-1806
Handicapped Infant and Toddler	PL 99-457: development of a statewide, interagency program of early intervention services to infants and toddlers with handicaps	Carolyn Logan (517) 373-8483
Indian Education Unit	Michigan Indian Youth Retreat, regional meetings with community education committees representing various native American groups	Pam Dunham (517) 373-6059

Program area	Major focus	Supervisor
JTPA Education Coordination and Grant Programs	JTPA programs targeted to teen parents, handicapped youth, and other at-risk youth	Richard Smith (517) 373-3397
Life Skills	Parenthood education, life management education, skills for living, skills for managing life	Joanelle Long Francine Smithson (517) 373-3365
Migrant Education	Migrant remedial and support programs -- PASS/ MINI PASS program, summer school operation -- the Black Family, Child Summer Institute	Miguel Ruiz (517) 373-6066
Minority Equity	Martin Luther King, Jr./Cesar Chavez/Rosa Park college days for grades 7-12 minority students, ACE (Achieve a College Education)	Earl Nelson (517) 334-6275
Operation Graduation	State-funded dropout prevention programs designed to encourage students to stay in school	Eva Coffey (517) 335-0365
Professional Development ABCD Program	Targets potential teachers of culturally diverse student populations	Ellen Carter Cooper (517) 373-3608
School-Age Parents Program	Section 93 State School Aid Act, Stewart McKinney Homeless Assistance Act, technical assistance	Claudette Nelson (517) 373-3260
School and Community Affairs	Technical assistance to school communities -- parents, school-community and districts -- to ensure fairness and equal educational opportunity; services to ensure at-risk students receive quality education; dropout prevention services	Eugene Cain (517) 373-3260
School Improvement Office	Building-based school improvement, Section 90 School Redesign/Innovative and Diversified Educational Programs, Section 91, Chapter II	Janice Brown Nancy Haas (517) 373-6724
Sex Equity	Publications; technical assistance re Data Collection and On-Site Planning Models; training seminars	Jo Jacobs (517) 373-3497
Special Populations Programs & Services	Supplemental support services for persons with special needs, single parents/homemakers	Robert Kennon (517) 373-3387
Technical Preparation	Provides grants to coordinate K-12 and community college curricula for "general education" students	Sandra Ritter (517) 335-3360
Upper Peninsula Office	Consultation and assistance for Upper Peninsula school districts and coordination of U.P. dropout program efforts; facilitation of services provided by state agencies	Allen Ahola (906) 228-8262

DEFINITIONS

"Dropouts"

Dropouts are students who leave school before earning a high school diploma. The following definition, developed by the Michigan Department of Education (1988) and adopted by the State Board of Education, defines a dropout as:

> A student from a regular K-12 program who has been enrolled in a district but leaves, for any reason other than death, the regular school program in that district before graduating and does not re-enroll in another regular K-12 school program.

The complete text of the definition and its terminology is included in *Appendix A* at the end of *Part One*.

"Children at Risk"

The term "children-at-risk" refers to those K-12 pupils whose school achievement, progress toward graduation, or preparation for employment are in serious jeopardy due to one or more of the following:

- one or more years behind their grade level in reading or math basic skills achievement (K-8)
- three or more credits behind their age/grade level in credits earned for graduation (9-12)
- chronic truancy or absenteeism
- school-age parent
- adjudicated delinquent
- personal or family drug or alcohol abuse
- family trauma such as death, divorce, violence, separation, or unemployment
- physical, sexual, or emotional abuse
- ethnically, economically, or linguistically disadvantaged
- lack of parental support for education or low parental expectations for success

Many children with chronic health problems will find consistent attendance and participation difficult. These children should be considered at risk. The term "children-at-risk" should also bring to mind those children in Head Start and similar programs whose family/economic situation allows them to benefit from such efforts.

MICHIGAN CHILDREN AT RISK STUDY

A state-wide survey of school districts designed to identify successful programs and to assess Michigan's needs, was completed in 1988. Information presented in this summary was gathered from the "Children At Risk" questionnaire sent to all K-12 public school districts in Michigan and from a review of literature relating to children at risk.

Michigan school districts found these factors or obstacles to be those most limiting their effectiveness in meeting the needs of children at risk.

Unstable family situation	**83%**
Insufficient funding	**79%**
Lack of parental interest	**68%**
Low parental expectations	**57%**
Ineffective prosecution of truancy laws	**52%**

When asked what assistance they would most like to receive from the Michigan Department of Education, school districts replied:

1. **Funding**
2. **Information about effective programs and related technical assistance**
3. **Staff-development assistance**
4. **Early identification techniques and related information identifying at-risk youth**
5. **Counseling programs**
6. **Assistance in involving the community in dropout prevention efforts**
7. **Assessment and evaluation of children at risk**

The "Children at Risk" survey questionnaire was sent to all Michigan K-12 public school districts. Responses were received from 93.5 percent of the state's school districts. Analysis has produced answers to the following questions:

1. What dropout prevention programs and approaches are currently being offered by Michigan K-12 public school districts?

Table 1: Rank order of dropout prevention programs offered by Michigan K-12 public school districts, 1988.

Rank	Program or Approach	Percentage of Respondents
1	remedial instruction	95.1
2	staff-parent communication	89.7
3	comprehensive vocational programs	89.0
4	board approved attendance policies	88.7
5	substance abuse programs	88.4
6	work experience	83.8
7	district curriculum planning committee	81.4
8	individualized instruction	73.2
9	early identification	71.9
10	daily attendance monitoring	70.0
11	job placement programs	68.7
12	Job Training Partnership Act	64.7
13	attendance policy enforcement	62.3
14	alternative programs	59.0
15	systematic planning and evaluation	54.3
16	community education awareness	51.9
17	staff development re children at risk	51.0
18	district attendance officer	47.4
19	district-wide counseling program	46.8
20	alternative high schools	45.8
21	community-based career education	44.1
22	suicide prevention program	37.4
23	school-age parent programs	36.6
24	at-risk parent education	28.4
25	multi-dimensional programs	20.2
26	dropout prevention grants	19.6
27	at-risk coordinator	16.3
28	joint school/business partnerships	14.5
29	Michigan Dept. of Ed. technical assistance	12.5
30	at-risk advisory committee	9.6

2. What programs and approaches would school districts like to emphasize?

Table 2: Rank order of Michigan K-12 dropout prevention programs by degree of desired emphasis, 1988.

Rank	Program or *Approach*
1	remedial instruction
2	staff-parent communication
3	district curriculum planning committee
4	early identification
5	board-approved attendance policy
6	substance abuse
7	systematic planning and evaluation
8	district-wide counseling program
9	comprehensive vocational programs
10	attendance policy enforcement

3. What programs and approaches do school districts consider to be most needed?

Table 3: Rank order of Michigan K-12 dropout *prevention* programs by discrepancy between current and desired emphasis, 1988.

Rank	Program or *Approach*
1	systematic planning and evaluation
2	dropout prevention grants (state & federal)
3	staff development re children at risk
4	district-wide counseling program
5	Michigan Dept. of Ed. technical assistance
6	early identification
7	at-risk coordinator
8	joint school-business partnerships
9	multi-dimensional programs
10	school-community advisory committee
11	at-risk parent education

IDENTIFYING PROGRAM NEEDS

Program planners, looking at the varied characteristics of the population they serve, must decide which characteristics or causes they will use in identifying at-risk youth. The procedures they design must be focused, therefore, school districts need to develop a workable identification process.

The Michigan Department of Education has recommended indicators that schools might use in early identification of children at risk. (The complete text of the identification process follows in Appendix B.) Some family information can be most helpful in the early elementary grades before other data become available. The Michigan Department of Education's recommended identification process suggests that staff examine varied indicators at each level from kindergarten to grade 12. These indicators, which can be determined from school records, are:

Level	Indicator
K-2	1. Parental education attainment
	2. Single- vs. two-parent home
	3. Free or reduced lunch
	4. Repeated grade or entrance to kindergarten
	5. Home language other than English
	6. School absenteeism
	7. Suspensions/disciplinary record
	8. Parental involvement in child's education
3-5	9. Standardized test scores
	10. participation in extra-curricular activities
	11. MEAP scores
6-8	*All of the above and the following:*
	12. Grade point average
	13. Number of failing grades
9-12	*Same as above plus:*
	14. Type of curriculum

The ***Michigan Children At Risk Survey*** focused on thirty approaches used in meeting the needs of at-risk children, all of which are being used by Michigan schools. Descriptions of many of the programs reflecting the various approaches are included in Part Two of this resource manual.

Two issues should be explored before planning at-risk programs: (1) The causes of dropping out, and (2) What works?

1. The causes of dropping out?

A summary of what is known suggests where planners need to concentrate their efforts.

A. Low ability levels and learning disabilities do not, by themselves, cause students to drop out.

1. Most dropouts have sufficient ability to graduate from high school.

2. Remedial instruction for those who need extra help with academic and/or study skills is widely available. Many students with low ability are getting extensive help and are succeeding in school.

3. Learning styles research shows that many dropouts are tactual-kinesthetic learners and/or cooperative rather than individual learners who can learn if given opportunities to learn in these ways. Minority students often prefer to learn cooperatively rather than competitively. These students, if not appropriately taught, often fail to achieve and become dropouts.

B. According to educators, the primary cause of dropouts is "unstable family environment," or dysfunctional families, and/or "lack of parental support for education."

Educators make a strong plea for more aid to parents and families. They ask for more school counselors (who are given time for counseling), for school social workers, and for much more assistance from outside agencies. "At-risk parent education" was seen as a high need item by educators responding to the "Children at Risk" survey questionnaire. "Staff-parent communication" was also seen to be an important option.

C. Students cite lack of motivation and the belief that people do not care as reasons for dropping out. Alienation and continued failure yield dropouts.

1. Dysfunctional families and lack of flexibility in school programs and options are seen as destroying motivation. Strong families and broad flexible programs, including vocational education, experiential learning opportunities, opportunities for close personal student-teacher relationships, and peer support groups and counseling enhance motivation.

2. Many dropouts are alienated from society and hostile because of repeated failure and rejection. Rejection can be as damaging as failure. Attitudes toward dropouts are key. Students who hear the message "You are no good," or "You don't matter," lose self-esteem and may refuse to try when appropriate opportunities are offered to them.

II. What works? Of the many effective programs and options, which are best?

A. People are more important than programs.

It appears that no single type of program or approach has proven to be more effective than others. The effectiveness of a given program depends largely on the effectiveness and commitment of the educators involved. Dedication, understanding, even charisma, determine effectiveness; however, there appears to be consensus on what successful programs entail.

B. Features of Successful Programs:

In identifying program elements found to be most important to a successful dropout program, national research has cited the following:

1. early intervention
2. pre-school experience
3. early diagnosis
4. restructuring primary education (basic skills emphasis)
5. academic acceleration (helping students catch up)
6. effective instructional practices
7. assessment aligned to curricular offerings and measurement instruments
8. curriculum integration
9. sustained features of effective schooling
10. significant parent and community involvement
11. attendance strategies
12. alternative administrative/ organizational/instructional arrangements
13. instructional strategies
14. collaboration with families, youth service providers and business (North Central Regional Educational Laboratory Report, 1986, p. 19)

Michigan educators support the conclusions of researchers nationwide. In some respects, however, their conclusions differ. According to Michigan educators, whatever a program entails, however it works, it should have:

1. Individualization:

Programs designed to meet the specific needs of the participants.

2. Caring:

Children at risk need opportunities for personal relationships, including peer groups, low student-teacher ratios, counseling opportunities, etc. Smaller class sizes make a substantial difference when the class size is sufficiently reduced. For children at risk, the student-teacher ratio needs to be very low.

3. Flexibility:

Curriculum for children at risk should include varied options for students, individualization of instruction, flexible scheduling, teaching to learning styles, etc.

4. Cooperation and coordination:

Communication and coordination among those educators involved with children at risk programs enables them to work cooperatively and knowledgeably in helping students. "Systematic planning and evaluation" was cited as a high priority need by many districts.

5. Success orientation:

Enthusiasm about success and rewards for success were considered important features of all children at risk programs.

6. Early Identification:

Close attention to follow-up on attendance, achievement, disciplinary problems, and other indicators of children at risk is seen as vital to taking action promptly and effectively. By enhancing awareness of the problems each child is experiencing, educators can promptly locate needed services when they exist.

7. Early Intervention:

Research shows the vital importance of focusing efforts for children at risk at the elementary level. Costs, both economic and personal, for remediation are considerably lower at this level, and success is much more likely. At present, money is most often channeled to high schools and especially to students over fifteen in an effort to impact the dropout rate immediately. This approach may be less effective in the long run.

Researchers agree on the importance of early intervention, both for effectiveness and cost savings, both for preventing grade retention and for reducing the sense of failure. Each dollar spent on early intervention programs such as Head Start may save up to seven dollars in later remediation costs.

8. Counseling:

Research shows, and Michigan educators confirm, that schools are often not equipped to provide the help that children and families need. Educators are asking for elementary counselors and for counselors who have time to counsel, for school social workers, and for extensive help from outside social service agencies.

9. Cash:

Researchers and Michigan educators stress the importance of linking education and future earnings, of motivating students by demonstrating to them the monetary rewards of school success. Vocational programs, work experience, job guarantees, etc., are some of the ways in which schools can persuade students that it pays to get an education.

C. Alternative Programs:

Research shows that, in general, alternative programs and alternative schools are the most effective programs for those who show the potential to drop out at the middle school and high school level. Research is inconclusive regarding alternative programs at the elementary level because these are less common. This does not mean that alternative programs are always more effective than other programs. It does mean that alternative programs, while sometimes costly, have many advantages.

Alternative programs generally reflect the features of successful programs cited above. Most alternative programs and schools have small class sizes and smaller student-teacher ratios. This makes individual attention and caring easier. Alternative programs often provide experiential learning, study skills instruction, self-esteem building activities or programs, group learning experiences, flexibility, attention to success, and direct links between school and jobs. Alternative programs often use community volunteers and paraprofessionals. Because they have a smaller student-adult ratio, program or school staff can often provide better support to parents and to families and can find outside help where needed.

D. Multi-Dimensional Approaches:

In designing programs to meet the varied needs of children at risk, planners either plan single-dimensional programs aimed at one part of the population (adolescent parents, disciplinary programs, summer remediation, etc.) or multi-dimensional programs designed to meet a variety of needs. Many researchers assert that effective programs must be multi-dimensional in order to address the complex problems of children at risk. Because of their varied needs, many students cannot be adequately helped with a single approach.

Other educators warn against the risks of using what they call the shotgun approach and advise schools to use single-dimensional programs with limited, observable and measurable objectives. Most schools begin with single-dimensional programs because they cost less and are more easily initiated. In most schools using single-dimensional approaches, more than one is used. With coordination among single-dimensional programs, a school can gradually build a

multi-dimensional program. A list of model programs follows:

1. ***Counseling/tutorial collaborative*** (includes employment, family services, health, etc.).

2. ***Alternative education: school-within-a-school*** or ***cluster programs.***

3. ***Work-study*** and ***cooperative education programs*** or ***pre-employment programs*** (academic courses and job training).

4. ***Adolescent parenting programs.***

5. ***Transitional programming*** -- provides ***remediation*** and ***acceleration*** for students who have fallen behind. Contract based.

6. ***Alternative discipline programs: in-school suspension***; also ***remedial*** and ***counseling services*** for students in need.

7. ***Improving the school climate: programs that help mediate conflict, more democratic school.***

8. ***Teacher advisory*** and ***mentor programs*** (adult guides students to opportunities and helps solve problems).

9. ***Summer remediation*** and ***enrichment programs.***

E. Collaboration:

Researchers in Michigan and throughout the nation emphasize the value of collaboration among schools, businesses, and social service agencies. School must develop effective strategies for gathering external support and for dealing with non-school causes that place children at risk.

Schools cannot do the job alone. They must develop programs that involve parents, the community, state agencies, and business and industry. As this Michigan survey shows, non-school inhibiting factors are perceived to present the greatest obstacles to successfully serving children at risk.

We now know that public relations efforts are essential to building cooperative solutions and that school-community networks can be constructed to serve the varied needs of children at risk. There are many untapped resources available for schools -- both rural and urban. Business and industry leaders are eager to help when asked. Finally, educating parents about the importance of school attendance and achievement -- and raising expectations -- increases the family support for at-risk youth programs. The collaboration of all these elements is required to successfully alleviate the non-school problems associated with dropping out.

###

DEFINITION OF SCHOOL DROPOUT[1]

DROPOUT DEFINITION:

A dropout from a regular K-12 school program is a student who has been enrolled in a district but leaves, for any reason other than death, the regular school program in that district before graduating and does not re-enroll in another regular K-12 school program.

IDENTIFICATION OF TERMINOLOGY:

A "regular K-12 school program" is a program offered by a local school district. or non-public school which:

1. Provides courses leading to a high school diploma, if successfully completed, and;

2. Serves students who meet the definition of full-time membership.

Students "enrolled in a district" for any dropout count time period include all students who meet any one of the following three criteria:

1. Students counted as full-time members on a Fourth Friday count day, or

2. Students, not in the district on the Fourth Friday count day, who transfer into the district after the Fourth Friday count day and who would have been included in the full-time membership count had they been in the district on the Fourth Friday count day, or

3. Students in the district on the Fourth Friday count day who were not included in the full-time members count but whose status has subsequently changed such that had they been in their current new status on the Fourth Friday count day, they would have been counted as full-time members.

The "dropout count time period" for purposes of dropout data collection begins on the Fourth Friday after Labor Day count day in one school year and concludes on the Fourth Friday after Labor Day count day in the next school year.

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[1] Developed jointly by department staff from both the Subcommittee on Dropout Definition and the Ad Hoc Committee on School Dropout. This definition was approved by the Michigan State Board of Education in December 1987.

Early Identification of Dropout-Prone Students

A cursory review of the literature on school dropouts reveals that the causes of dropping out from school vary significantly across genders, racial/ethnic backgrounds, geographical locations, socioeconomic circumstances, sizes of school buildings and school districts, financial resources available to schools, and other related variables. Such diversity of causative factors and their differential effects on various "types" of students pose a major challenge for the development of any program to identify high-risk students before they actually abandon school.

With the above understanding in mind, the following is not proposed as a validated system for early identification of dropout-prone students, but rather as a framework for the development of school-district- or school-specific programs for identifying high-risk students. This framework incorporates five basic assumptions: (1) At the lower end of the K-12 continuum, greater reliance would be placed on socioeconomic indicators than on academic variables; (2) school-related and student-performance variables would be increasingly used as students move from the lower to the higher end of the K-12 continuum; (3) "custom-made" early identification programs would need to weigh-in the specific variables used by schools or school districts; (4) a comprehensive early identification system would incorporate (a) student-related variables, (b) home-neighborhood variables, (c) community factors, (d) school-related indicators, and account for their interactive effects on high-risk students; and (5) despite the complexity of the challenge posed by the development of an early identification system, every effort would be made to design the simplest possible data collection and analysis program.

Proposed Framework

Level	Variables	Rationale
K-2	1. Parental education attainment.	1. The higher the level the lower the probability of dropping out.
	2. Single-parent home.	2. Single-parent homes generally have fewer resources.
	3. Free or reduced lunch.	3. Indicates family income.
	4. Repeated grade or delayed entrance to kindergarten.	4. Grade repetition or delayed entrance increase chances of future academic failure.
	5. Home language other than English.	5. Student starts with a language disadvantage in monolingual English classroom.
	6. School absenteeism.	6. Recognized as a major reason for failure in school.

Level	Variables	Rationale
	7. Suspensions/disciplinary record.	7. Symptomatic of stressful home/neighborhood/school conditions and of poor social skills.
	8. Parental involvement in child's education.	8. A major contributing factor to student success.
3-5	*The above eight variables, plus:*	
	1. Standardized test scores.	1. Indicate trends in students' performance.
	2. Participation in extracurricular activities.	2. Indicate level of integration or alienation in school.
	3. MEAP scores.	3. Identify specific strengths/ weaknesses in math and reading.
6-8	*Use the following from level K-2, above: 1, 3, 4, 5, 6, 7, plus variables 1, 2, 3 under level 3-5 and the following:*	
	1. Grade point average.	1. Strongly correlated with student success in high school.
	2. Number of failing grades.	2. Highly associated with grade point average in senior high school.
9-12	*Same variables as for level 6-8, plus:*	
	1. Type of curriculum.	1. Students in a general education program have a much higher chance of dropping out than those in vocational education or college preparatory curricula, respectively.

In addition, schools may wish to incorporate variables such as average state equalized value of real estate units in the school district, community resources accessible to students in the immediate area, student-teacher ratio, average level of formal education among teaching staff, school size, class size, counselor-student ratio.

CHILDREN AT RISK PROGRAMS IN MICHIGAN

I. Identification and Monitoring/Attendance: Introduction

Schools in Michigan vary widely in the methods they use to define dropouts and to identify at-risk students and monitor their progress. In 1988 the Michigan Department of Education reviewed and revised the definition of a dropout and has designed guidelines for identifying at-risk students at all grade levels. The definition and identification guidelines are included in this resource manual.

Since attendance is known to be a factor closely related to school achievement, most schools have attendance policies and monitor students' attendance closely. However, again, there are many different ways of accomplishing this task. Administrators who are currently reviewing their school's attendance policies and procedures may wish to look at what some other schools are doing as described below. In addition, a very helpful resource on attendance is ***READ, Vol. X, a Resource Handbook for School Administrators***, edited by Terry Thomas. This handbook discusses in detail legal aspects of attendance, school policies, procedures, and current practices. The guide, published in 1984, is no longer in print but is available for reference in the Michigan At-Risk Youth Clearinghouse.

I. IDENTIFICATION AND MONITORING/ATTENDANCE

A. Early identification of children at risk

1. **Developmental Kindergarten: Allegan (03 030)**
   Description of Program:

This program, designed for a target population of young fives, is similar to other developmental kindergarten programs. Participants are chosen through Gesell testing and parent/teacher recommendations. No evaluation has yet been begun.

Contact Person: Debbie Michaels, Principal
Pine Trails Elementary
2950 Center Street
Allegan, Michigan 49010
616-673-5431

2. **Developmental Kindergarten: Flint (25 010)**
   Description of Program:

This program, designed for five year old children who are otherwise eligible for kindergarten but are not developmentally ready to start in the regular program, costs $60,000 per classroom. The program is funded through local sources. Evaluation consists of

determining whether students are ready to enter a regular program upon completion of developmental kindergarten.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

3. Dial Screening: Avondale (63 070)
Description of Program:

The Dial Screening, for children between the ages of three and four, provides an assessment of a child's overall growth and development. Cognitive, gross motor, fine motor, speech and language, and personal/social areas are assessed by a team. Follow-up may include further diagnostic testing, medical, visual or hearing evaluations, social work involvement, nursery, or Head Start recommendations. The program is reviewed periodically for effectiveness in an informal way. Funding comes from the special education budget.

Contact Person: Dr. Elizabeth Martin
Director of Special Services
Auburn Hills School District
260 South Squirrel Road
Auburn Hills, Michigan 48057
313-852-4443

4. Team Referral Program -- Elementary: Avondale (63 070)
Description of Program:

This program serves children from pre-kindergarten to grade five. The elementary staff may refer a child to the team for review. The team consists of a General Education Social Worker, a Speech Pathologist, a Teacher Consultant, a Psychologist, a Special Education Social Worker, and a building administrator. The teacher must fill out an extensive referral packet prior to the meeting and notify parents of the intention to refer the child to the program. Documentation of strategies and behaviors must be provided by the teacher. The team meets with the teacher and reviews the information. The team may suggest alternative classroom strategies, request more documentation, agree to evaluate, contact the parent for more information, supply parent intervention, agree to involve the child in general social work services, refer the child to outside sources, etc. Funds for the program are provided from the school district budget.

Contact Person: Dr. Elizabeth Martin
Director of Special Services
Auburn Hills School District
260 South Squirrel Road
Auburn Hills, Michigan 48057
313-852-4443

5. **H.E.L.P. (Help Eliminate Learning Problems): Grand Haven (70 010)**
Description of Program:

This early identification program serves elementary and secondary students with academic, behavioral, or other problems that affect school performance. Any staff person may refer a student for a HELP meeting which includes appropriate professionals. HELP meetings result in referrals for appropriate service from school or community sources. The program has been evaluated and refined over two years. Evidence indicates that early intervention is provided to students. Costs involve staff time committed to HELP meetings, and funds are provided from local school district and special education funds.

Contact Person: Morgan Lachney
Director of Pupil Services
Grand Haven Public Schools
1415 Beechtree Street
Grand Haven, Michigan 49417
616-842-3571

6. **Junior First Program: Saginaw (73 010)**
Description of Program:

This program is designed for first grade students who are not prepared developmentally to enter first grade. Instruction consists of regularly scheduled activities/strategies which promote the socio-emotional, perceptual-motor and cognitive development of "six year" olds. Learning centers, child play activities, numerous manipulative materials, chart stories, and frequent change of work-play are emphasized. Beginner language, math, science, and social studies concepts are developed. Standard use of typical classroom materials (e.g., paper, pencils, ruler, chalk, etc.) Whole group, small group and individualized instruction are included daily. Learning occurs during interaction with teacher, parent and/or peer(s). Evaluation has been done through parent surveys. Students are included in the program based on teacher recommendation and indication on the Early Prevention of School Failure (EPSF) Test Battery that developmental age is substantially lower than chronological age. The program costs $682,500 and funds come from the general fund.

Contact Person: Miriam Sweigart, Supervisor
School District of Saginaw
550 Millard Street
Saginaw, Michigan 48607
517-776-0291

7. **Young Five's Program: Saginaw (73 010)**
   Description of Program:

This program, similar to that described above for "Junior Firsts," is evaluated by longitudinal studies as well as by parent surveys. The program costs $455,000. Funds are provided from the general fund.

Contact Person: Miriam Sweigart (see above)

8. **Young Five's: Croswell (76 080)**
   Description of Program:

This program, designed for five year olds who are considered unready for the regular kindergarten program as determined by a kindergarten screening process using the Gesell School Readiness Test, serves approximately 30% of the kindergarten population. The program consists of a half-day session with emphasis on social, psychomotor, and language skills. It provides the students with an extra year of growth to progress intellectually, socially, and physically. Class size is limited to 17. An aide assists at least 3/4 hour per session. Evaluation is done via pre and post tests with the Gessell School Readiness Test. Parents and teachers were surveyed about the program. Both were VERY positive. There is a maximum of 68 students in the program. Since class sizes are smaller than an average kindergarten, teacher costs are 25% higher. Cost of the program, $68,812, comes from the general fund ($44,811) and Chapter 1 funding ($24,001). This money provides for two teachers ($60,709), 3 hours of aide time ($4,257), transportation ($2,569), and materials ($1,277).

Contact Person: Jackie Huepenbecker
Croswell-Lexington Schools
15 South Howard
Croswell, Michigan 48422
313-679-2238

B. Systematic planning and evaluation procedure to ensure that educational progress of children at risk is monitored and documented

1. **Weekly Building Meetings at Elementary Level: Vermontville (23 065)**
   Description of Program:

Weekly building meetings are held at the elementary level to review potential at-risk student progress and options to use with these students. Potential at-risk students are identified by the building staff. Although the program has not been formally evaluated, it seems to be a positive direction.

Contact Person: Dr. Victor Schug
Dir. of Instruction
11090 Nashville Highway
Vermontville, Michigan
517-852-9699

2. **Compensatory Education Tracking and Student Accounting: Saginaw (73 010)**
   Description of Program:

This program serves low scoring students in grades PK-12 and children of migrant workers. The purpose of the program is to identify and track the whereabouts of potentially eligible students for compensatory education services. Students even at grade levels where no programs are offered are identified to determine the size of the need for special programs and the particular buildings that have the largest number of students who could benefit from the program. All identified compensatory education students are tracked as they move from one building to another so that their compensatory education programming can be continued. The program is evaluated through yearly process evaluations of the four compensatory education programs. Students are selected for the program if they score below the 40 percentile on the California Achievement Tests (CAT-E) and/or Language Assessment Battery (LAB). In addition, the children of migrant workers are also identified and tracked. Funding is provided by Chapter 1, Article 3, State Bilingual, Migrant.

Contact Person: Barry E. Quimper
School District of Saginaw
550 Millard Street
Saginaw, Michigan 48607
517-776-0257

3. **District-Wide Annual Achievement Testing: Saginaw (73 010)**
   Description of Program:

This program serves all students in grades 1 through 6, 8, 9, and 11 plus all compensatory education students and potentials in grades 7, 10, and 12. The testing, which takes place each spring, provides an annual assessment of all students in the grades served. The testing program provides individual, classroom, grade, building, and district information regarding academic performance and identifies areas of strength and weakness. These data are used by staff to adjust curriculum, as well as for support for additional programs to alleviate areas of need. The program costs $25,000 to $30,000 annually, with funding coming from general funds, Chapter 1/Article 3, and state bilingual/migrant sources.

Contact Person: Charmaine J. Girrbach
Evaluation Department
School District of Saginaw
550 Millard Street
Saginaw, Michigan 48607
517-776-0261

C. A pupil accounting system to monitor attendance and inform parents DAILY about absences.

1. Student Attendance: Rudyard (17 110)
Description of Program:

Attendance of all students is monitored and followed up on a daily basis. Evaluation of this approach has been made by determining the rate of absences. The program requires additional personnel and costs approximately $5000 per year. Money for this is taken from general funds.

Contact Person: R. Neelis
P.O. Box 246
Rudyard, Michigan 49780
906-478-3771

2. Phonemaster -- Phone Notification System: Wyandotte (82 170)
Description of Program:

This program is designed to help chronic truants, either those who miss entire days or those who 'cut' individual classes. Teachers report hourly attendance to the attendance office. These data are down-loaded into a computer which generates a building list of absentees at the end of the day. The list of absentees is fed into a computerized calling system which has messages pre-set by grade and sex. The system is activated and calls homes during the evening to report the absences. Included in the message is a request that parents contact the attendance office the following day to verify or receive more information regarding the absence. Evaluation consists of daily statistics as to the number of calls made, number of completed calls, and times of delivery. The program costs approximately $2000 depending on the availability of computers and proper hardware. Funding comes from local sources.

Contact Person: Robert Riedel
Roosevelt High School
540 Eureka
Wyandotte, Michigan 48192
313-246-1000

D. A designated school attendance officer in your district.

1. Staff Assistant for Dropout Prevention: Flint (25 010)
Description of Program:

The Staff Assistant, serving middle and high school students, contacts students who have been absent 30 days or more to attempt to bring them back to school. This person works with the school to address reasons for an individual's wanting to drop out. The program has been evaluated by looking at the percentage of students returning and being retained. The $20,000 cost of the program is funded from local sources.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

E. Innovative enforcement of school attendance policies

1. Attendance Policy: Three Oaks (11 033)
Description of Program:

This program is designed for students in grades 9-12. Students who miss more than ten days in a semester have an opportunity to salvage credit in a course by making up time after school and by completing the work for the teacher by two-weeks into the next marking period. The program has been evaluated by looking at the numbers of students who make up time and earn credit which was dropped when ten absences occurred. There is no extra cost for this program.

Contact Person: Douglas Degner, Principal
River Valley High School
15480 Three Oaks
Three Oaks, Michigan 49128
616-756-9541

F. A board-approved district attendance policy

1. Attendance Policy: Rudyard (17 110)
Description of Program:

This attendance policy applies to all students in the district. The policy states process and procedures and attendance requirements. The program is evaluated by looking at attendance rates. Funding is provided by the general fund.

Contact Person: R. Neelis
Rudyard Area Schools
Rudyard, Michigan 49780
906-478-3771

2. District Attendance Policy: Iron River (36 025)
Description of Program:

This district-wide attendance policy specifies policies and procedures regarding attendance. Students with more than 10 absences from a class do not receive credit for the class. Parents are informed of absences after five absences from any class period. The

program is evaluated through use.

Contact Person: Tom Gendzwill
West Iron County High School
612 West Adams
Iron River, Michigan 49935
906-265-5184

II. CURRICULUM OPTIONS: INTRODUCTION

As might be expected, curriculum options constituted the largest category in terms of emphasis and number of schools involved. From conversations with administrators and teachers throughout the state, it is clear that schools are doing much more than can be described in concrete terms or quantified using discrete categories. Nevertheless, for those planning new efforts or working to improve programs currently in operation, the programs described below provide ideas and resources for information. For example, substance abuse prevention and remediation programs are being initiated in many areas. Brighton and Howell, working together, have established comprehensive K-12 programs and have extensive experience in this area. Also, while many schools have multiple options and programs for at-risk students, Clintondale Community Schools in Mt. Clemens, and Onaway are two districts in which integrated, multi-dimensional programs for dropouts and children at risk have been initiated or proposed. For educators who prefer to look at low-cost options, many are to be found in the program descriptions included here. Ideas for funding may be obtained as well. Contact persons may be able to provide help for schools needing assistance with writing proposals for grants.

II. Curriculum Options

A. Remedial instructions in reading/math

1. **Raising Adolescents' School Confidence and Ability Levels (RASCALS): Hastings (08 030)**
   Description of Program:

This program was designed for students in grades four through eight who:

(a) exhibit frustration with academic work
(b) do not fall into the range at special education programs
(c) have low or failing grades
(d) have SAT scores at the fourth percentile or below

The purpose of the program is to supplement regular education with an early intervention program that includes:

1. study skills
2. academic growth from present level
3. improving peer relationships
4. learning decision-making skills
5. building self-confidence and responsibility
6. follows through with parent seminars
7. peer support counseling to reinforce self-management skills -- to be accomplished in small resource counseling in small groups, in grades 4-6 -- then with a resource teacher and consulting counselor in grades 7-8.

Evaluation: The program has four objectives which are measured by comparing

suspension/discipline rates, grades, reactions from parents with students in the program, from the students in the program, and from teachers, and by pre- and post-program involvement.

Students are chosen for the program by parent, teacher, or administrator recommendation. Reasons for recommendation might include frustrations with academic expectations, lack of skills, increasing discipline problems, etc.

The program originally cost $49,854 for one full-time teacher, one half-time elementary counselor and one part-time middle school counselor -- with other costs (supplies, books, benefits) being absorbed by the school district. Funds ($49, 854) were obtained from the School Safety Grant Program in 1985-1986, with reduced funding for subsequent years.

Contact Person: Karen Miller
Hastings Area School System
Hastings, Michigan
616-948-4404

2. **Chapter I Reading Support: Hastings (08 030)**
Description of Program:

This program is designed for grades 2-8. To be eligible, students must score at least two years below grade level on the Stanford Achievement Test, be in the third or fourth stanine, or be referred due to poor classroom achievement. The grade level determines the weight of specific factors.

A certified reading teacher works with students individually or in small groups three or four times a week for periods of from 30-45 minutes each. The sixth through eighth graders are schedules into reading classes of approximately fifteen students meeting on a daily basis. Instructional materials used are not those used by the regular classroom teacher. They consist of children's literature, word games, skill kits, comprehension booklets, etc. Activities include art projects, drama experiences, visits to the library, following directions, and other participatory activities in addition to structured reading instruction.

The program is evaluated according to Chapter I criteria and regulations.

This program costs approximately $195,000. Funding is provided by the Federal government though Chapter I grants.

Contact Person: David Arnold, Principal
Central Elementary School
509 S. Broadway
Hastings, Michigan 49058
616-948-4423

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3. **Math Support: Hastings (08 030)**
   Description of Program:

This program is designed for students in grades kindergarten through ten. To be eligible for the program, students must be one or more years below grade level and display poor achievement in the classroom.

A teacher's aide under the supervision of a Compensatory Education teacher works with qualified students individually or in small groups in grades two through eight. In the high school, one math teacher works with identified students above their regular math requirement with the benefit of appropriate instructional materials provided by the program. Students in grades kindergarten and one are getting support service as needed. Program materials are provided to regular classroom teachers through this program as needed for remediation. Instruction focuses on the use of manipulatives in all basic processes, as well as an emphasis on drill and practice.

The program is evaluated by criteria of Article 3 funding regulations. The Stanford Achievement Test is used along with Key Math diagnostic materials as objective data. The cost of the program is approximately $60,000 and is provided by an Article 3 allocation from state funding.

Contact Person: David Arnold, Principal
Central Elementary School
509 S. Broadway
Hastings, Michigan 49058
616-948-4423

4. **Everyday Life Science: Hastings (08 030)**
   Description of Program:

This program serves low ability science students. Students chosen for the program meet the following criteria:

1. reading two grades below grade level
2. no more than basic math skills
3. teacher recommendation

This is a basic biology class with emphasis on 'hands on' lab exercises. No special evaluation has been done. Costs of the program include money for lab equipment and supplies -- approximately $50.00 per year. This includes only those items normally not used in the regular biology and Life Science classes. Funding is provided from the regular school budget.

Contact Person: Marcia Freridge
Hastings High School
520 West South Street
Hastings, Michigan 49058
616-948-4409

5. **Reading Lab I and II: Hastings (08 030)**
Description of Program:

This program serves students reading two or more years below grade level as determined by standardized and diagnostic testing. It also serves students with a severe comprehension or vocabulary problem.

The Reading Lab is an individualized course designed to provide remedial help for students reading two or more years below grade level. A program of work is designed for each student based upon his needs as determined by individualized, diagnostic testing. The class size does not exceed 15 students per hour. It meets 5 days per week for an hour a day. Each student works at his own pace for the most part. However, goals are set for the student to reach and grading is based upon whether or not the goals have been reached, attendance, attitude and tests.

Each student's work is carefully monitored and remediation is provided as needed. Students are encouraged to bring in work from other classes in which they are experiencing problems. The Lab utilizes a variety of materials, many of which have controlled readability levels. These materials include computers, workbooks, cassettes, novels and newspapers. The computers are utilized in the instruction and practice of comprehension skills, vocabulary development and the quarterly production of a newsletter which is distributed in all the elementary schools. Instruction is provided in the areas of literal comprehension, inferential comprehension, decoding skills, vocabulary development, content area reading, literature and study skills.

For evaluation, pre and post testing using both diagnostic and standardized tests is used. The Reading Lab costs about $1000 per year to maintain. Other costs such as the price of the computers, donated computer software and the initial cost of setting up the lab are not reflected in this estimate. These costs cover the replacement of workbooks and the purchase of some new materials such as computer software and books. Funds for the Lab are provided from the regular school budget.

Contact Person: Donald L. Phillips
Hastings High School
520 West South Street
Hastings, Michigan 49058
616-948-4409

6. **Laboratory Math: Middleville (08 050)**
Description of Program:

This program was designed for students who have failed any high school grade math and have little hope of passing the 9th grade math competency test. The program allows students to have one-on-one instruction at their own pace and skill level. Instruction includes work with arithmetic operations with whole, fraction and decimal numbers and involves application through word problems. Laidlaw spectrum workbook and math kits are used. Pre-test and post-test instruments are used in evaluating the program.

Contact Person: Hank Dugan, Principal
Thornapple Kellogg High School
3385 Bender
Middleville, Michigan 49333
616-795-3394

7. Chapter I Math/Reading Resource Center Program: Flint (25 010)
Description of program:

This program, designed for 1st through 6th grade students who are performing below grade level expectations in reading and math, services a group of 5 to 10 students in the resource center room for a 30 minute period of instruction in reading and math skills at least 4 days per week. Students receive self-paced individualized or small group instruction in the basic reading and math skills that are identified in their individual prescriptions. All objectives taught are correlated to the student's classroom instructional needs. The program operates using learning centers where students use a variety of different learning materials selected to accommodate their individual learning styles. A reward system also is used to motivate students.

Pre/Post testing results, parent and student program surveys, teacher surveys and monitoring and observation visits have all been utilized to measure the success of this program in reaching established grades. A combination of standardized test scores, classroom performance and other individualized needs are used to identify students eligible for participation. All referrals are rank ordered.

The cost of operating this program is approximately $1,300 per student. Funding is provided by Chapter I funds. In addition there is some local support provided.

Contact Person: Carol Lantz
Supervisor of Federal Programs
Carman-Ainsworth Community Schools
G-3475 West Court Street
Flint, Michigan 48532
313-732-6145

8. PLUS Program: Parchment (39 130)
Description of Program:

This program serves students in grades 1-8 who are reading below grade level as indicated by reading achievement tests and teacher referral. Trained paraprofessionals work with students in small groups on scripted direct instruction materials in reading. Paraprofessionals are also available to go into classrooms during reading and math instruction to assist students during seatwork or reinforce skills just taught. Evaluation is done using pre and post test scores from the Stanford Achievement Tests. The program costs $106,000 per year. Funding is provided by Chapter I and by the local district.

Contact Person: Lynne Cowart, Curriculum Director
Parchment Schools
520 N. Orient
Parchment, Michigan 49004
616-342-7400

9. Compensatory Education Program: Muskegon (61 010)
Description of Program:

This program serves students whose language skills in reading and writing are limited. Students with weak concept and problem-solving skills are also considered. Students are chosen for the program based on performance which falls below the 25th percentile in language arts or mathematics or whose performance in the classroom is substantially below their classmates. General Education teachers of targeted youngsters and Chapter I teachers work cooperatively to strengthen reading comprehension and mathematics problem solving. Writing as a means of communication is also stressed. Chapter I students may receive support instruction in their own general education classroom or in a reading/writing lab.

The primary thrust of the Compensatory Education Program has been to move from a skill-based to a comprehension-based program in reading, from rote development to problem solving in math and from mechanics and grammar to writing with meaning and clarity. The program stresses interactive reading and the process of writing (meaning for comprehension). This is being done through extensive inservice provided to all teachers who serve eligible compensatory education students. Compensatory Education teachers demonstrate and coach other teachers of eligible students in the new emphasis.

The program has been evaluated using annual norm-referenced test data. Sustained effects studies have been done. The cost for 14 teachers, coordinators and supervisors is $1,100,000. Funding is provided by ECIA, Chapter I.

Contact Person: Lawrence R. DeVoogd
Director, Instructional Services
Muskegon Public Schools
349 West Webster Avenue
Muskegon, Michigan 49440
616-722-1602

10. Madison School District Chapter I Program: Madison Heights (63 140)
Description of Program:

This program serves students in grades K-6 who are one or more years behind grade level in reading or math basic skills achievement. During the regular school year, eligible students receive support from Chapter I Aide personnel, under the direction of the regular classroom teacher and Chapter I consultant. Assistance is given in the classroom. Eligible students from grades three and six also participate in a Summer Help Program. The program is evaluated by administering standardized achievement tests that have been approved by the Michigan Department of Education. Program selection is made on best evidence available of need for assistance. Evidence includes performance on tests from basal reader and math programs, and

Metropolitan Achievement Tests.

The program costs vary depending on the allocation. Currently the program costs $216,000. Funds are provided by Chapter I.

Contact Person: William McCann, Principal
Halfman Elementary School
25601 Couzens
Madison Heights, Michigan 48071
313-543-4433

11. **Learning Center: Farmington (63 200)**
Description of Program:

This program is designed for students in grades 1 to 8 who are falling one or more years behind chronological age-mates in reading and math. Bilingual students are also eligible for assistance.

Students are scheduled into the Learning Centers from 3 to 5 days per week at the elementary level and daily at the middle school for re-instruction replacement instruction in reading, English or math. Assistance is also provided LEP students who qualify for the service. Students must fall at or below the 40th percentile on tests of reading or math and must be recommended by a teacher. Special education students are not served in this program.

The program has completed one year of operation. The goal of the program was to provide students with an alternative to special education. Special education referrals reflected a drop. Middle school pilot will open in September 1988.

The program costs of $858.904 are provided from local funds.

Contact Person: Mary Lou Ankele
Assistant Superintendent
Farmington Public Schools
32500 Shiawassee
Farmington, Michigan 48024
313-477-1300

12. **Alternative Placement for Reading and Language Arts (Grades 4-8): West Branch (65 045)**
Description of Program:

This program serves special education students who have been certified learning disabled with a deficiency in reading and language development who have one or two hour placement in special education. Students in general education whose achievement scores in reading are below the 25th percentile as measured by standardized tests are also eligible.

This program serves as an alternative placement for learning disabled and regular education students who are experiencing a lack of progress in the areas of reading and language

development. Pre- and post- achievement measures will be administered at given grade levels. This process includes a procedure to diagnose the student's reading skills or specific learning tasks, and apply a measure of mastery before going on to the next skill level. Classes are held in time blocks with students being grouped by grade level. This program serves 4th to 8th graders.

The effectiveness of the program is compared with the achievement of existing Learning disabled students as well as students in the general education program. Students chosen for the program have been certified learning disabled and a) have been diagnosed as having a disability, but whose disability may not require specific special education instruction; b) are a candidate based on least restrictive environment; c) are students that are not below mid-first grade reading level, but are better than one grade level below standardized grade/age level placement. Also included are general education students who score below the 25th percentile in reading/language on standardized tests. Students who are not achieving in the Chapter I program and those recommended for the center by the principal, classroom/resource teacher, and parent are also eligible.

The program is funded by the local school district.

Contact Person: Carol Sproull
Surline Middle School
147 State Street
West Branch, Michigan 48661
517-345-0195

13. **Regular Education Initiative to Special Education;**
Teacher/Student Assistant: West Branch (65 045)
Description of Program:

This program consists of a block of time for seventh and eighth grade students that is advanced as a single class offering. In the class for students at grades below the seventh, the offering is essentially a pull-out program; that is, they are taken from their self-contained classrooms during the period that reading language arts are taught and given an alternative form of instruction in those areas. The aim of the program is to bring an intense and comprehensive instructional design for all academic areas, through the use of highly trained Teaching Assistants, to at-risk children.

The children selected for the program are identified as being below average in achievement as demonstrated by class work and standardized tests. Likewise, potential students would be considered as "at-risk" because of their being recommended for either retention or for special education services as Learning Disabled. Students may also be those who are receiving Special Education services, but who are marginal in their ability and not thought to be either dyslexic, aphasic, or simply a discipline problem. Each of the two classrooms has assigned to it from 5 to 8 of these children. The selected students are placed in the designated classrooms as "low level student clusters" in a regular setting with average and above average students. These selected students are to receive the same initial instruction as their classmates.

Two fifth grade teachers are selected who are willing to participate and who possess

sufficient instructional skills for at-risk students. In addition, two Teaching Assistants are hired and trained in instructional strategies that deal with low-achieving students. The explicit role of the Teaching Assistants is to provide instructional support in all subject areas for the low-achieving students in a manner and style that matches a particular student's ability, learning style, and specific deficiency.

Program costs were $12,000 for the 188-89 school year. Monies provided the COOR Board of Education allowed the program to hire two Teaching Assistants who are employees of the West Branch Rose City Schools.

Contact Person: Carol Sproull
Surline Middle School
147 State Street
West Branch, Michigan 48661
517-345-0195

14. **Remedial Reading — High School English:**
Ogemaw Heights High School, West Branch (65 045)
Description of Program:

This program serves high school students reading below grade level and students who have not successfully passed the MEAP test. The students spend time working as a class and individually on material aimed at improving reading. The students spend time on vocabulary, finding main points (ideas), using analogies, synonyms, antonyms, and some work with grammar skills. The students also do a number of book reports with some of them given orally. Students are required to read out loud so they become comfortable with it.

Students start with a pre-test at the beginning of the year and are also evaluated on in-class work and tests. Students remain in the class until they can pass the MEAP test. The cost of the program is about $900 per year.

Contact Person: Mary Ann M. North
West Branch-Rose City Area Schools
Ogemaw Heights High School
960 South M-33
West Branch, Michigan 48661
517-345-2855

15. **State Bilingual and Migrant Programs: Saginaw (73 010)**
Description of Program:

This program, designed for limited English speaking students and students whose parents are migrant workers, serve students in grades K-12. The students receive supplementary instruction in reading, language arts, and mathematics. The purpose of the Bilingual Education program is to provide supplementary educational services to students whose primary language is other than English and who, as a result, score below the 40th percentile on the Reading Total of the California Achievement Tests (CAT-E) or the Language Assessment Battery (LAB). The

purpose of the Migrant Education program is to provide supplementary educational services to students of migrant workers who, as a result of their migrancy have experienced discontinuity of educational services. A summer migrant education program is also taught.

Process and product evaluations are conducted annually and are related to program requirements and criteria. Cost of the program is $395,786 for wages and fringe benefits; $20,000 for supervision and direction; $27,000 for planning and research; and $6,000 for supplies and materials. Funding is provided by Section 41, State Bilingual and ECIA Chapter I, Migrant.

Contact Person: Dr. Raul Rio
School District of Saginaw
550 Millard Street
Saginaw, Michigan 48607
517-776-0427

16. **Objective Mastery Through School Improvement: Saginaw (73 010)**
Description of Program:

This program serves students in the 7th grade who are seriously deficient in reading and/or mathematics. Students placed in the program score below the 15th percentile in CAT reading and/or mathematics achievement tests.

The proposed program is designed to allow teachers and administrators at the target sites to focus in on specific objectives and areas of deficiencies. Well researched, traditional methods of instruction will be combined with specific materials designed to assist teachers in helping students master objectives. In addition, specific audio-visual materials will be used to accommodate different learning modalities. Evaluation activities are specified under each objective. Both product and process evaluation activities will be performed. The evaluation plan will allow the district to determine the effectiveness of the project in meeting the proposed objectives.

The cost of the program is provided by general school monies.

Contact Person: Burris R. Smith
Dir. of Instruction, K-12
1505 Ottawa Blvd.
Saginaw, Michigan 48602
517-776-0432

17. **Chapter I, ECIA, Reading Assistance Program: Corunna (78 100)**
Description of Program:

This program serves educationally deprived students (1-5) who are at or below the 40th percentile in reading skills. One-hundred-twenty students receive daily (25 min./day) individualized supplemental reading instruction. Two full-time reading teachers and 8 full-time aides provide the planning and the instruction. A large variety of reading materials including much computer software is utilized. Parents are included whenever feasible in the

program. A parent advisory committee actively helps plan the program. Writing skills are emphasized and a systematic evaluation of the effectiveness is done each year. According to the evaluation, student on an average gain three to five NCE's for each year in the program.

Cost of the program, $120,000 for 2 teachers, 8 aides, and materials, is provided by Chapter I, ECIA funds.

Contact Person: Richard Clark, Asst. Supt.
Corunna Public Schools
106 South Shiawassee
Corunna, Michigan 48817
517-743-6338

18. Remedial Instruction -- Reading and Math: Saline (81 120)
Description of Program:

This program, serving elementary students in grades 1-5, consist of pull-out programs. Students work with either a non-certified "reading tutor" or with a support teacher for time periods ranging from 60 to 120 minutes per week. Mastery of reading and math skills are determined by objective referenced and norm referenced tests. Funding for 2 reading consultants, 7 reading tutor aides, and 1 math teacher is provided by Chapter I for math and local district funds for reading.

Contact Person: Ross Vandercook
Houghton Elementary School
555 Mills Road
Saline, Michigan 48176
313-429-9457

19. Remedial Reading and Math Programs: Southgate (82 405)
Description of Programs:

Three programs in this district serve elementary and secondary students: Remedial Reading Program (CI), K-5; Remedial Reading Program (Article 3), 7-9; and Remedial Math Program (Article 3), 6-9. Students eligible for the programs scored in the 30th percentile or less on the California Achievement Tests in math and/or reading.

In the elementary reading program, the total classroom goes to a Reading Center with the teacher and a paraprofessional three times a week for 45 minute sessions. While in the center, the teacher works with the identified students on an individual basis while the paraprofessional works with the remaining students.

In the middle school reading program, the total classroom is composed of Chapter I students. The teacher along with the help of a paraprofessional works with students on an individual basis. Similarly, students in the middle school remedial math program go to a Math Center with the teacher and a paraprofessional. Sixth graders, heterogeneously grouped are helped by the teacher while non-identified students work with the paraprofessional. In grades 7-9, the total classroom consists of Chapter I students. The teacher and paraprofessional work

individually with each of the students.

Evaluation for these programs is done using the California Achievement Tests in the fall and spring for pre- and post-testing. Grant money for the programs is spent on paraprofessionals and on materials.

Contact Person: Joseph G. Maciolek
Southgate Schools
13100 Burns
Southgate, Michigan 48195
313-246-4600

II. B. Alcohol and Drug Abuse Programs:

1. K-12 Substance Abuse Program: Charlotte (23 030)

Description of Program:

In this program which serves all students in the district, K-12, a substance abuse coordinator facilitates the implementation of a district-wide drug prevention program, provides staff inservice in the area of substance abuse, supervises three building intervention specialists, and is responsible for implementing school board policy regarding substance abuse. The program has been evaluated by the superintendent and the director of instruction as well as through reports to the school board. Cost includes the time of the substance abuse coordinator and is funded by the local school district.

Contact Person: Jim Schwartz
Charlotte Middle School
301 Horatio
Charlotte, Michigan 48813
517-543-6966

2. Together Against Drugs: Flint (25 010)

Description of Program:

Together Against Drugs serves middle school students in two Flint schools and one Beecher school district building. The program provides substance abuse education for students, teachers, parents, and the community. Activities include a week-long summer session where children are tutored in thinking and studying skills, and a day-long wilderness experience. The program also provides assistance to students who are at risk of becoming involved with addictive substances, through counseling about substance abuse prevention. Specific students are identified by teachers for the personal assistance program. The program is evaluated by monitoring the behavior of students, attendance, and the reaction to the educational program.

Cost of the program, $126,000, is provided by federal funds.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

3. **Teen Leadership and Western UP Substance Abuse Agency:**
Iron River (36 025)
Description of Program:

This program, designed for all students in the district, is directed by a guidance counselor who is the advisor to Teen Leadership students who want to have fun substance free. The students plan the Project Graduation party, are involved in presenting the "Just Say 'No'" program to middle school students, and plan other alcohol free parties. Western UP Substance Abuse provides a substance abuse person for counseling and "Babes" program for K-4 grades. Funds for the program are provided by the Western UP Substance Abuse Agency and the Governor's Substance Abuse program.

Contact Person: Sue Omdahl
West Iron County High School
612 West Adams
Iron River, Michigan 49935
906-265-5184

4. **Phoenix High School -- Education, Prevention, Intervention:**
Brighton (47 010)
Description of Program:

This alternative high school serves about 75 "at-risk" 16- to 20-year-olds who have had trouble in the traditional school in part because so many are children of alcoholics. Students sign a no-use contract as part of the entry procedure. If a student cannot fulfill the contract, staff and parents meet to discuss options. Many parents opt for chemical assessment and follow up on recommendations. A full-time substance abuse counselor on the staff provides individual, family, and group counselling. On-campus support groups daily help recovering students: AA, Alateen, and ACOA groups. Chemicals/family class on addictions and family dynamics is an added feature of the program.

The substance abuse counselor position has been funded for the past three years by grants from the Department of Juvenile Justice (1986-87 and 1987-88) and the Governor's Initiative Against Drug & Alcohol Abuse (OSAS) (1988-89).

Contact Person: Bill Lymangrover, Director
Phoenix High School
c/o Pine Hills Camp
8540 Hamburg Road
Brighton, Michigan 48116
313-231-1810

5. **Insight/Chemical Awareness: Brighton (47 010)**
Description of Program:

This program for middle school students with disciplinary, truancy problems, or suspected of using chemicals, consists of an 8-10 week informational/confrontational support group on mood altering chemicals and their effects. (Attachment included at the end of section II.) Students are referred to the program by teachers, parents, or by self-referral. Funds are provided by the general Brighton school budget.

Contact Person: Bill Lymangrover, Director
Phoenix High School
c/o Pine Hills Camp
8540 Hamburg Road
Brighton, Michigan 48116
313-231-1810

6. **Student Assistance Counselor: Brighton (47 010)**
Description of Program:

The student assistance counselor serves students in grades 9-12 who are using drugs/alcohol, living in alcoholic families, recovering from chemical dependency, and/or experiencing personal crises. In addition to the full-time counselor, peer support groups meet weekly. An insight class is required for violation of the student discipline code. The counselor also makes parent contacts, provides education, staff in-service, and a tutorial class for recovering students. Evaluation has consisted of a positive response from staff and student body, and the numbers of student contacts.

Contact Person: Nancy Sloan
Brighton High School
Brighton, Michigan 48116
313-229-1400 (ext. 231)

7. **Student Assistance Program: Howell (47 070)**
Description of Program:

The Howell Public Schools offers a comprehensive program for education, prevention, and intervention related to substance abuse. This program includes the following components:

Board Policy: Board policy treats chemical abuse/dependency as any other potentially deadly illness. The district assumes a responsibility to inform and assist those students, parents and staff as necessary.

Support Services: Policies and procedures have been established to offer support groups and services for administrators, staff, parents, and students.

Education/Awareness: A system of continuing training, consulting, and educating community members, certified and non-certified staff, students, and parents is being constantly expanded and developed.

Intervention: Procedures have been established at all grade levels that allow adults to pool their concerns about a student. This information is used to assist in interrupting and arresting a student's possible involvement with the progressive disease of chemical dependency or other potentially debilitating situations. These procedures include a non-discipline referral system, a strict, consistently interpreted code of conduct, individual behavioral contracts, and appropriate referral services.

Networking: A continuing effort is being made to network the school system with professional treatment programs, professionals within the community, other school systems, law enforcement programs and judicial agencies.

Staffing: Approximately 60 trained volunteers from within our community serve as staff for the program.

Budget: The program costs approximately $30,000 per year.

Coordination: A staff member serves as part-time coordinator and is responsible for overseeing the entire substance abuse prevention project (K-12).

Specific Components:

Grades K-4:
1. Babes
2. McGruff
3. Staff inservice
4. Michigan model
5. Elementary core committee

Grades 5-8:
1. Center for Substance Abuse Prevention presentations
2. Quest
3. Support groups
4. Needs assessment survey
5. Core committee
6. Procedures for identification, referral, intervention and support of 'at risk' students
7. Corner Theater
8. Chemical free pledge program
9. Classroom didactic presentations

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Grades 9-12:
1. Support groups -- Insight, COA, Sobriety, Pipfest Reunion, Grief and Loss, Sexual abuse
2. Intervention procedures -- alcohol and other drug use, eating disorders, suicide, dropout
3. Procedures for identification, referral, intervention and support of "at risk" students -- staffing committee, crisis response committee, behavioral reporting committee stress reduction committee
4. Alternative Experiences Pipfest, rafting
5. SADD/project graduation
6. CORE committee for planning program for grades 9-12 at District, County, Regional and State levels.

Contact Person: Ted Klontz
Coordinator, C.A.P.P.
Howell Public Schools
1200 West Grand River
Howell, Michigan 48843
517-546-6200

8. **New Visions Group Counseling: Marquette (52 170)**
Description of Program:

This program is designed for students whose families are involved with substance use. New Visions is a substance abuse screening program. The group counseling segment is new to the high school and is designed to support students who are not involved in substance abuse but whose families are. The program also provides substance abuse evaluations for teenagers who are concerned about their own involvement with drugs and alcohol. The program will be subjectively evaluated as to its affect on developing self-esteem and resistance to getting involved with drugs. The State of Michigan provides funding.

Contact Person: Ann Emmendorfer
Catholic Social Services
347 Rock Street
Marquette, Michigan 49855
906-228-8630

9. **Project Charlie: Grand Haven (70 010)**
Description of Program:

This is a drug prevention program serving elementary children which attempts to build children's self concept through group activities. Informal evaluation is done by parents and teachers. Costs are minimal and limited to materials and training of volunteers. Funding is provided by organizational contributions and the local school district.

Contact Person: William B. Cansfield
Grand Haven Public Schools
1415 Beechtree Street
Grand Haven, Michigan 49417
616-842-3570

10. K-12 Substance Abuse Program: Saginaw (73 010)
Description of Program:

This comprehensive health education program is designed upon the Michigan Model for Comprehensive Health Education, K-6, mandatory health education at 8th grade in health/life science, and 10th grade health with teen health teaching modules. Curriculum is enhanced by a project in the junior high schools which incorporates positive peer pressure and activities to prevent the start of substance abuse. The project works both with parents and children in activities such as plays 'One for the Road' and poster contests, etc. This is funded through Prevention and Youth Services. A drug task force has compiled local information to assist and educate families. A booklet 'Saying 'No' to Alcohol and Drugs' will go to every family. At 5th grade, a prevention program for smoking is offered by D.O.C. (Doctors Ought to Care). This program consists of a group of young physicians who visit every school with a presentation on the dangers of smoking and addictive drugs. Individual schools participate in G.A.T.E. and other prevention programs based on need and time available in the curriculum.

The program has been evaluated by voluntary participation in MEAP and individual teacher evaluation. Costs for the Michigan Model In-service for substitute fees and classroom materials are approximately $100,000 to $150,000 by the time all teachers are in-serviced. Funding is provided from the general school district fund, from Michigan Model, federal and state funds, and from T.H.T.M. Drug Free monies available through the ISD consortium.

Contact Person: Pari Michalski
115 West Genessee
Saginaw, Michigan 48602
517-776-0600

11. Substance Abuse Program: Chelsea (81 040)
Description of Program:

This program, primarily for high school students, is directed by a half-time substance abuse counselor for the 1986-87 school year. Chris Dillon was hired; she has a MSW degree. She works in a clinical setting for a half-day at the hospital and the other half-day at Chelsea High School. Her primary function is to work with at-risk students on a referral basis -- referred by either a peer group or by the staff. Chris also works with teachers and parents. Within this program a program has been developed for students who are children of divorced parents.

The official evaluation of the program is done by the assistant principal of the high school and by the director of social work at Chelsea Community Hospital. There is no formal

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evaluation of the program other than continuous updates to the administration and to the board of education. District cost for the program, approximately $20,000 per year, is provided from school district general funds.

Contact Person: Joseph Piasecki
Superintendent of Schools
Chelsea School District
Chelsea, Michigan 48118
313-475-9131

II. C. Individualized Instruction

1. I Can... (Zig Ziegler): East Jordan (15 060)

Description of Program:

This program, designed for special education students in grades 9-12, provides opportunities for these students to explore opportunities and work experiences in individualized instruction, frequent individual counseling opportunities, and support groups. The program is evaluated by the number of students graduating and successful post graduate placements. The costs for the program which requires a part-time certified staff member, are provided from the general fund.

Contact Person: Anne C. Dingman
East Jordan High School
P. O. Box 399
240 North Maple
East Jordan, Michigan 49727
616-536-2250

2. Bilingual Education Program: Farmington (63 200)

Description of Program:

This program serves bilingual, and monolingual limited English proficient (LEP) students through a continuum of services. Tutorial assistance is provided by paraprofessionals in school subjects at all levels of the educational system. Various delivery models are available depending on the age of the child. Elementary students are seen in a learning center staffed by a reading/math specialist, where reading and math readiness and language development are emphasized. All language and subject instruction provided by a paraprofessional is monitored by the teacher. A middle school learning center will be implemented in 1988-89 staffed by a reading specialist and paraprofessional assistants as provided. There are intensive English programs at all levels, with pullout tutoring two hours per day for monolingual children staffed by bilingual teachers with paraprofessional support. At middle and high schools levels, social studies classes are also offered in a bilingual setting.

The program is currently under evaluation and modification. Eligibility standards are set by the Bilingual Department, the Michigan Department of Education, and/or inability to function in English-related classes.

Cost of the program, $249,321, is provided by local funds and a bilingual grant.

Contact Person: Mrs. M. L. Ankele, Assistant Superintendent
Farmington Public Schools
32500 Shiawassee
Farmington, Michigan 48024
471-6375

3. **Resource Rooms (High School): Farmington (63 200)**
Description of Program:

This program, for learning disabled and emotionally impaired students at the high school, provides part-time tutoring assistance in subject area of need. Placement courses which meet district graduation requirements are taught by special education teachers. Modified vocational and work study programs are also provided based upon individual need. Evaluation is done based upon the number of students completing a high school program and the number of students who graduate with an employable skill. A formal one-year student follow-up is done as required by special education rules. Cost of the program, $1,378,095, is provided by local funds and some state aid, section 52.

Contact Person: Mrs. Janice Richards, Director
Farmington Public Schools
32789 West 10 Mile
Farmington, Michigan 48024
313-471-6376

4. **Edmonson Elementary Reading Support Program: Madison Heights (63 280)**
Description of Program:

This program serves students who need support in reading in addition to the regular classroom instruction. The program is three-pronged. It aims to remediate the diagnosed individual needs of students in the areas of basic readiness, word analysis, and comprehension skills. Pre- and post-test skills tests are used as formative evaluation and standardized tests for summative program evaluations.

The costs of the program include money for the contracted teacher's salary for a reading specialist assigned to serve various students in a building and for materials and supplies. Funding is provided by the Lamphere Schools District budget.

Contact Person: Dr. Rosemary H. Althoff
Edmonson School
621 East Katherine
Madison Heights, MI 48071
313-547-5342

II. D. School-age Parent Programs

1. Teen Single Parent Support Group: Hastings (08 030)

Description of Program:

This program serves teen-aged pregnant students and teens who are parents. The group meets weekly, on Wednesdays, on alternating hours of the school day. Meetings feature speakers, field trips, and unstructured meetings to accommodate individual needs to share with and support each other. The leadership of the support group stems from a community agency as well as the school system itself. The community agency is Womyn's Concerns Office and its director assumes a good amount of the program planning for the group and also provides some funding for an occasional program. A counselor (female) in the high school has responsibility for overall functioning of the groups and serves as an in-school resource person/counselor at any time that these special need students have problems.

The program has not been formally evaluated. There is an occasional reporting and accounting to the principal of what the group is doing. Costs for the program include speakers fees (although most are voluntary), and refreshments at holiday time. Six textbooks were purchased and are shared by the members. Funding is provided by the general school fund and by the Women's Concerns Office.

Contact Person: Mary I. Brown
Hastings High School
Hastings, Michigan 49058
616-948-4409

2. School-Age Parent Program: Stambaugh (36 025)

Description of Program:

This program, which serves young mothers ages 14-21, provides them with the opportunity to fulfill their high school requirements and to develop a responsible attitude toward the role of parenting. The program meets daily from 8:30 a.m. to 1:30 p.m. Class periods are flexible as each student works at her own speed. Courses include those needed for high school graduation and, in addition, parenting and child care classes. Students bring babies to the nursery where care is provided.

Evaluation and funding for the program are provided by JTPA.

Contact Person: Lyle Smitson, Director
Iron County Community Schools
Box 580
Stambaugh, Michigan 49964
906-265-5188

3. **Continuing Education for Young Families: Kalamazoo (39 010)**
Description of Program:

This program serves young women who are pregnant and parenting teens under 20 who have not completed high school, grades 7-12. Students from all school districts in Kalamazoo County may be enrolled in this program. Students may continue to attend school here up until the time of delivery. After two weeks, they may return to school and bring the baby with them. The child is placed in the day care center while the mother attends classes. Students may also return to their home school to complete their high school career. Many students remain in the program until they are ready for graduation at which time their credits are transferred to their home school and they are graduated from their home school. The CEYF program does not grant diplomas. Referrals to this program may be made by the student herself, parent, hospital, DSS and other agencies.

Summative evaluation has been done by Dr. Anne Epstein, Michigan Department of Education, students, and parents. The cost, over $500,000 per year, is provided by the Kalamazoo Public Schools, Michigan Department of Education, Department of Social Services, and tuition for students attending from outside the Kalamazoo Public Schools District.

Contact Person: Mrs. Juanita Goodwin, Principal
Continuing Education for Young Families
714 South Westnedge Avenue
Kalamazoo, Michigan 49007
616-384-0433

4. **Teens Improving Parenting (TIP): Madison Heights (63 140)**
Description of Program:

This alternative high school program for pregnant and parenting teens emphasizes personal growth and development of parenting skills. Infant care is provided on site. Transportation, breakfast and lunch are also provided. The curriculum includes core classes of child development, family living, health and nutrition, and personal growth. In addition teen parents receive counseling, career direction, academic classes, and vocational training.

The program has been evaluated through administrator/staff meetings, advisory council meetings, and student evaluations (written and oral). Funding is provided through state aid reimbursement, state categorical funding (section 93), DSS child care reimbursement, single parent/homemaker grant.

Contact Person: Ruth Turner, Teacher/Coordinator
Madison Heights Comm. Education
28500 Alden
Madison Heights, MI 48071
313-545-5585

5. **Muskegon Alternative Center--Teenage Parent Program: Muskegon (61 010)**
Description of Program:

This program is designed for females who are pregnant and desire not to be in their home school during the pregnancy. The program serves grades 7-12. The program provides educational courses in grades 7-12 as well as full time nursing services, family relations classes, and parenting information during and after pregnancy. Students are taught on a prescriptive basis which allows for individualized instruction. Those students out on delivery are provided a weekly visit by the "homebound" teacher. Upon return, students may have their children cared for by trained staff persons in the nursery. A registered nurse is on site daily and provides exercise classes as well as health information to the students. A family relations teacher provides information concerning trimester development and parenting. Outside agencies also contribute to the students' child care education.

The cost of the program covers administrative, teacher, and staff salaries, supplies, textbooks, nursery equipment, food, and additional support materials. Funds are provided by the local school district budget, the state of Michigan, section 93, the Department of Social Services, the State of Michigan Child Care Food Program, and tuition paid by districts outside Muskegon Public Schools.

Contact Person: Greg Hazard, Supervisor
Muskegon Alternative Center
417 Jackson
Muskegon, Michigan 49442
616-726-5954

6. **Teen Mothers' Program: Walled Lake (63 290)**
Description of Program:

This program, designed for girls who are expecting to be or already are parents, provides a supportive atmosphere in which a girl can completed her high school education. Classes are offered five days a week for 34 weeks. The curriculum includes necessary skill instruction in parenting, career education, stress management, and health care as well as the required high school academics. Child care is offered free of charge to all young mothers. Transportation is available to all in-district participants.

The students evaluate the program and staff every semester. The program administrator evaluates the staff once every two years. Funding for the program is provided by state full time equivalency funding through a consortium with Huron Valley Schools.

Contact Person: Vicky Gibbons
Adult Education Program Specialist
615 North Pontiac Trail
Walled Lake, Michigan 48088
313-624-0202

7. **Young Parent Program: Saginaw (73 010)**
   Description of Program:

This program serves any pregnant girl under 20 or pregnant non-graduates of any age. It is a comprehensive program in childbirth and parenting education including referral services not offered on site. Parenting classes (PAT) include family services for the father and extended family. Positive parenting classes are offered for parents needing corrective assistance with parenting skills. Teen Support Program offers follow-up on pregnant students who have dropped out, non-participating, etc. Family Resource Center holds grandparent support meetings, homebound help, etc. Single Parent/Homemaker Project offers individual education plans and vocational support.

The program is evaluated in relation to the objectives and there are individual class evaluations by the students. Funding, approximately $200,000, is provided by the general fund, Model Program grant, NET grant, Prevention and Youth Services Cooperative Program, Child and Family Services Cooperative Program, St. Luke's Hospital Cooperative Program, and Saginaw County of Public Health Cooperative Programs.

Contact Person: Pari Michalski
115 West Genessee
Saginaw, Michigan 48602
517-776-0600

8. **Teen Parent Program: Southgate (82 405)**
   Description of Program:

This program, designed for pregnant girls under 19, involves counseling and assistance in obtaining medical care and financial assistance as well as coursework leading to a high school diploma. Students leave their home school and are transported by the district to the Teen Parent Program in Lincoln Park. After the child is born, students continue in the program. Child care is provided.

The program is evaluated by the Wayne County Intermediate School District. Costs above the regular program for one semester were $18,406 or $19.85 per day per student. Funding was provided by the Wayne County Intermediate School District and the Southgate School District.

Contact Person: Teen Parent Program
Wayne County Intermediate School District
2000 Pagel
Lincoln Park, Michigan 48146
313-386-1250

E. Crisis Intervention Programs

1. Crisis Intervention Program: Grand Haven (70 010)

Description of Program:

This program will provide crisis intervention staff and services to students, teachers, parents, and administrators in the areas of suicide prevention, intervention and postvention, death and dying, and/or psychological traumas that place a student or students at risk. Costs for staff training are provided from local sources.

Contact Person: Morgan Lachney, Director
Student Support Services
Grand Haven Public Schools
Grand Haven, Michigan 49417
616-842-3571

F. Alternative High School

1. Sault Alternative Education Center: Sault Public Schools (17 010)

Description of Program:

This school, located in a downtown storefront location, has been in operation since 1974. Any student age 16 or over who is seeking a high school diploma or a GED certificate is eligible for the program. The accredited alternative education program provides high school credit classes to young people who have encountered difficulties adjusting in a traditional school setting. Since 1974, 203 students have graduated. Several students have continued their education in college, skill centers, and the military. The success of the school has been strengthened by the close cooperation with community resources including the Department of Social Services, JTPA, the hospital, the Health Department, LSSC, the Sault Tribe, and the courts.

Contact Person: Steve Malmberg
Sault Alternative Education Center
115 Ashmun
Sault Ste. Marie, Michigan 49783
906-635-6619

2. Northeast Eaton Consortium Alternative: Potterville (23 090)

Description of Program:

This alternative program, designed for at-risk, out-of-school students ages 14-19, provides small classes and an individualized approach to learning. The program is staffed by two full-time teachers. Rooms are set aside for alternative classrooms, Adult Basic Education, and high school completion classes. A class in life skills focuses on developing skills in the areas of self-esteem, problem-solving, interpersonal communications, chemical dependency, family education, and career awareness and exploration. The program serves students in the Waverly and Potterville School Districts.

Evaluation consists of written and oral feedback collected periodically throughout the year from staff and students. Summative evaluation, using an evaluation instrument designed by NEC students and staff, is administered at the end of both first and second semesters. Evaluation results are discussed by NEC Alternative staff and students and by the NEC Council. Program changes are made as deemed appropriate by NEC staff and the NEC Council.

Costs of the program which include teachers' salaries, a part-time coordinator's salary, staff training, equipment and materials, telephone, etc., total $69,114.16. Funding is generated by state aid count.

Contact Person: Kirk Sulzman, Director
Jane Rudisill, Coordinator
Potterville Public Schools
420 North High Street
Potterville, Michigan 48876
517-645-2444

3. **Schools of Choice: Flint (25 010)**
Description of Program:

This program, for middle and high school students, provides an alternative for students who have extreme difficulty in completing the regular school program. The program is evaluated by looking at the academic achievement of students and course completion. Funds for the program, totalling $1,610,849, are provided by local sources.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

4. **Alternative Junior High: Flint (25 010)**
Description of Program:

This alternative school serves students in grades 7-9 who are experiencing an unusual amount of difficulty coping with school. The program is evaluated by the success of the students and their ability to re-enter regular schools. The costs of the program, $500,000, are provided by local sources.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

5. **Kearsley Alternative High School: Flint (25 110)**
   Description of Program:

This program serves 14- to 18-year-old students who don't fit into the traditional high school setting. Funding is provided by section 48 grants and state aid.

Contact Person: Terry Dawson
5340 North Genesee Road
Flint, Michigan 48506
313-736-0990

6. **Alternative Choices in Education: Alma (29 010)**
   Description of Program:

This program serves students ages 17-22 who have experienced conflicts in previous school settings and high school dropouts. The program focuses on basic skill development, career development and personal growth. A strong emphasis is also placed on building self-esteem, problem-solving skills, and coping skills. The program offers an on-sight childcare lab which serves teen parents. Program supervisors are also considering the addition of an economic component to regular classes, in which students would develop and market a product. Some features contributing to the program's success are: attendance incentives, work details (school cleaning and maintenance, and a caring atmosphere. Students say the teachers make the difference at ACE. Since its inception in 1981, 98 students have graduated from the program.

In 1988, this program was rated the Outstanding Alternative Education Program in the state by the Michigan Alternative Education Organization. Funding for the program which costs $126,556, is provided by state aid, categorical aid, JTPA, gifts, and general fund dollars.

Contact Person: Mrs. Janice Gooding, Principal
Alternative Choices in Education
1500 North Pine Avenue
Alma, Michigan 48801
517-463-3111

7. **The Family Learning Center; School-Aged Parent Program: Leslie (33 100)**
   Description of Program:

The Family Learning Center is nationally recognized by the Ford Foundation and Harvard University. The Center serves any pregnant and parenting teenagers, both mother and father, who have not graduated from high school and reside in the Leslie district or in the adjacent rural or suburban school districts. It is located in separate secondary school facilities and is designed to combine the best of education, public health, mental health, social services, and legal serves all at one rural site, in an effort to meet the needs of pregnant teens, their children, and extended families. Since its inception in 1975, the FLC has grown to a full blown program with the respect and support of the entire community. This integrated effort, of several governmental units focusing their expertise at one rural center, has made a definite difference to small communities previously without appropriate support services for an

increasing number of adolescent parents.

The FLC has been evaluated by the State Department of Education since 1975, since 1980 by the State Department of Social Services, and since 1986 by the Ford Foundation and Harvard University. Estimated yearly costs of $160,000 are funded through model site monies and teacher reimbursement from the State Department of Education, tuition from sending school districts, day care monies from the State Department of Social Services, and private grants.

Contact Person: Jean L. Ekins, Director
Family Learning Center
Leslie Public Schools
400 Kimball
Leslie, Michigan 49251
517-589-9102 or 517-589-8294

8. Mason Alternative High School: Mason (33 130)
Description of Program:

This program serves 15-18 year old students who are functioning at a low level, both socially and academically, at the high school and are at risk of dropping out of high school. The program emphasizes excellence in instruction and sensitivity and responsiveness to the students' educational, social, and emotional needs.

Program goals include:

1. To provide a small group setting that is an alternative from the regular high school program which will lead to the student's success in obtaining a high school diploma.

2. To provide students with the opportunity to experience success in an educational endeavor.

3. To provide an accepting, understanding atmosphere, recognizing and capitalizing on each student's individuality.

4. To provide structure and consistency in expectations and environment.

5. To provide opportunities for students to better understand and cope with their lives in constructive ways.

There are approximately twenty students enrolled with a ratio of one adult to ten students at all times. Students are accepted into the program upon approval by the staff following a parent/teacher/student interview. Continuing participation is dependent upon students' performance, adjustment to the environment, and willingness to adapt to the requirements of the program. Students wishing to reenter the regular high school program may do so at the semester break. The program has been evaluated by the program coordinator, teachers, and administrators. It has also been reviewed by the counseling staff.

Funding is provided by state aid and United Way.

Contact Person: Betsy Landy Cline, Director
Mason Community Education
1001 S. Barnes
Mason, Michigan 48854
517-676-6528

9. Alternative Education: Saranac (34 120)
Description of Program:

This program serves students in grades 8-12 who are in danger of dropping out of school. Required courses as well as elective classes are taught by certified instructors, and credits are earned towards a Saranac high school diploma. The program is similar to the one-room country school with a lot of individual instruction. The building is located in the classrooms of a church which is located in a country setting. Program planners hope to make vocational classes available to students who have completed 50 percent of their program.

Evaluation is done on the basis of attendance and number of classes passed. The cost of the program, about $2000 per student, is provided by state and federal funds. The church provides classroom space for the cost of maintenance alone.

Contact Person: David L. Benjamin
Saranac Community Schools
150 Pleasant Street
Saranac, Michigan 48881
616-642-9232

10. Sherman Training and Alternative Education Program (STAE) -- "STAY": Whittemore (35 040)
Description of Program:

The STAE program is designed for youth between 15 and 20 who have dropped out of school or are thinking about dropping out of conventional school. Minor students must be referred by a parent, school official, truant officer, or probate court. The adult portion is open to anyone under 21. The program also serves adults who are seeking job placement and job skills and parents who are seeking help for diploma or GEC completion and need child care.

The STAE program is a multi-faceted program with alternative education components and eight vocational components, a GED, ABE, and HSC and placement component. At-risk students tap into all of the vocational programs -- training they desperately need. Many are place in the Whittemore district and surrounding districts. The combination of young people being the adults has worked very well. The program also provides child care which has kept many teen mothers in the program and has allowed them to complete their program.

Evaluation has been done by the program administration/board and other alternative program directors in the area who have visited. Funding for the program is provided by Section 48, 43, and other minor grants for child care, nutrition education, etc. State and local sources make up the majority of the revenues.

Contact Person: Alan McLean or Denise Braun
Whittemore-Prescott Adult and Community Education
6001 Mills Road
Whittemore, Michigan 48770
517-756-3530

11. **Alternative High School: Iron Mountain (36 025)**
Description of Program:

This alternative education program provides individualized instruction in basic skills as well as in career education, creativity, and physical education.

Funding for the program is provided by the Dickinson County Probate Court, Dickinson County Community Schools and the Iron Mountain Public Schools.

Contact Person: Glady Nienspeadt
Amidon School
503 Norway Street
Iron Mountain, Michigan 49801
906-779-2660

12. **Hanover-Horton Middle School II: Horton (38 100)**
Description of Program:

This program offers individualized student and parent support groups for students who are identified as being at risk of dropping out of school. Students are given hands-on experiences and are exposed to speakers to help them begin to make vocational plans and to set goals. Students spend their day in a self-contained classroom with a teacher and an aide. The students are all pre- and post-tested to determine academic progress. This program offers a high teacher-student ratio, and intense communication with students and parents. Any student in the middle school who meets at least one of the following selection criteria is eligible for participation: referral by a school; personal, administrator, parental or student request; low G.P.A., high absenteeism or tardiness, pregnancy, delinquency, or discipline concern in school.

This program has been evaluated by a committee made up of educators, community members, and students. Funding is provided through private foundation funds and State Categorical.

Contact Person: Terri Marie Mount, Program Director
Hanover-Horton Schools
10000 Moscow Road
Horton, Michigan 49246
517-563-8181, ext. 30

13. **Hanover-Horton High School II (9-10): Horton (38 100)**
Description of Program:

High School II (9-10) is a non-traditional method for helping students to stay in school and to develop goals to achieve. The program targets students who are pregnant, teen parents, or at risk of dropping out at the 9th and 10th grade levels. These students take three electives in the traditional program and take their four academic classes in a self-contained classroom which offers individualized study based on pre/post testing results. The class is limited and has a teacher and an aide to help insure that the student has help in areas that are causing problems. Discipline is handled through isolation and teen courts rather than suspension or expulsions. This program focuses not only on the academic, but also on vocational planning utilizing the JVIS, KAPS, and the MOIS.

Students are referred by school personnel and may also request that they be considered for enrollment. Students are expected to meet at least one of the enrollment criteria, which include teen parenthood, low G.P.A., high absenteeism or tardiness, delinquency, loss of credits, or numerous discipline referrals. This program begins in the fall of 1989 and therefore has not been evaluated. It is expected that it will be evaluated by a committee made up of educators, community members, and students. Funding is provided through private foundation funds and State Categorical Aid.

Contact Person: Terri M. Mount, Program Director
Hanover-Horton Schools
10000 Moscow Road
Horton, Michigan 49246
517-563-8181, ext. 30

14. **Hanover-Horton High School II (11-12): Horton (38 100)**
Description of Program:

High School II is a vocational/academic program that emphasizes success for its students. This model follows the school-within-a-school concept. The program is targeted toward at-risk teens and teen parents in grades 11 and 12. All students may participate in all school activities, and they graduate with their traditional peers. Students are given an individualized learning program based on the results of a pre/post testing procedure. We also expect each graduating senior to either 1) enlist with the military, 2) enroll in college, or 3) work in a job they have been trained for prior to graduation. The program offers, among other things, relaxation training, teen parenting class, vocational placement, part-time employment, and class after school hours to make up lost credits.

Students are either recommended for consideration or request program placement. Students must meet at least on of the selection criteria which include: teen parent or pregnancy, low G.P.A. (less than 1.75), high absenteeism, delinquency, loss of credits, or high rate of disciplinary action by school prior to enrollment. This program has been evaluated by a committee of community members and students. It has also been evaluated by North Central and Harvard Universities. Funding is provided from State Categoricals and private foundation money.

Contact Person: Terri M. Mount, Program Director
Hanover-Horton Schools
10000 Moscow Road
Horton, Michigan 49245

517-563-8181, ext. 30

15. **Vine Street Alternative High School: Kalamazoo (39 010)**
Description of Program:

This program for children at risk in grades 7-12 serves students from all districts in Kalamazoo County. At present, 162 students are enrolled. Upon completion of one semester or one year in this program, a student may be returned to his/her home school. Students who reach the age of eighteen while enrolled in this program are enrolled in adult high school and may not return to their home school.

The program has been evaluated by Western Michigan University, parents, students, and administrators from sending schools. The cost is about $500,000 (or $3086 per pupil). Funding is provided by state funds, local property taxes, and tuition for out-of-district students.

Contact Person: Robert Horton, Principal
Vine Street Alternative High
604 W. Vine Street
Kalamazoo, Michigan 49007
616-384-0534

16. **Enterprise Alternative School: Comstock (39 030)**
Description of Program:

Enterprise Alternative School is a voluntary two-year program for 8th, 9th, and 10th grade students who have experienced achievement, attendance, and/or social maturity (behavior) problems in the regular school setting. The program, begun in 1979, operates with a staff of two teachers and a full time secretary. Ideal enrollment is fifteen students per grade. Larger numbers may be enrolled in the ninth grade section.

The program is designed to help students achieve both social and academic maturity. Upon completion, students enter the regular high school or enroll in adult education if their age permits. Eighth grades receive instruction in a curriculum that parallels the middle school as closely as possible. Ninth graders can earn up to six credits toward high school graduation.

Many of the students in this program come to school with personal or home problems that get in the way of learning. To help students overcome these problems and grow in social maturity a variety of methods is employed.

1. **PARENT INVOLVEMENT IS ENCOURAGED.**

Home calls are made when a student is not in school. Weekly progress reports are sent to parents covering the student's progress in each class on a daily basis. Monthly newsletters are published informing parents of school activities. Parents are contacted individually to set up appointments at conference time.

2. COOPERATION WITH JUVENILE COURT.

The staff works closely with the court to monitor the attendance and progress of students under court supervision. Case workers and probation officers are contacted each time a student is absent and receive weekly progress reports when proper authorization is on file. Court workers are also encouraged to visit school regularly.

3. STUDENT-STAFF RATIO IS LOW.

Enterprise attempts to maintain a 15:1 student:staff ratio. This not only provides more individual attention in academics, it enables more frequent student-teacher contact, improving the quality of interaction between students and adults.

4. SCHOOL LOCATION.

Enterprise is located in a building one mile from the high school and two miles from the middle school. This location serves two purposes:

1. Students are removed from academic and social pressures of the regular school.

2. The staff is able to develop a management and reward system independent of the regular schools. Student-staff interaction is also facilitated.

5. COMMUNITY RESOURCES ARE USED.

Speakers, counselors, and experts from local agencies are invited to meet with Enterprise students on an individual and group basis. Topics cover such areas as drug use, health maintenance, social relationships and employability.

6. GROUP EXPERIENCES.

Students at Enterprise are provided with educational and recreational experiences through the use of field trips. The staff attempts to expose students to a variety of activities available in the area. Trips have ranged from a visit to the Gerald Ford Museum to roller skating. Shared experiences help strengthen relationships between students and staff while broadening student horizons.

Contact Person: Cam Davis
Enterprise Alternative School
301 N. 26th Street
Comstock, Michigan 49041
616-388-9481

17. North Grove Academy: Utica (50 210)
Description of Program:

Northgrove Academy is a program designed for high school students who have difficulties in regular high school. The Academy is an alternative educational program for students referred by a counselor because of special characteristics: school failure, truancy, lack of self-control, need for individualized instruction, poor self-concept, unstable home environment, and/or poor study habits. Program goals include improving self-esteem, encouraging proper behavior consistent with the school and community expectations, preparing students for reentry into traditional school setting, improving academic performance and providing opportunities to satisfy diploma requirements.

The program is evaluated by program directors who monitor the percentage of students who either complete the program or become involved in other courses of action. Funding is provided through the general fund.

Contact Person: Joseph Rivard
Director of Community Education
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400

18. Alternative Education Program: Warren (50 220)
Description of Program:

This program, serving students ages thirteen to fifteen and one-half, is held in a separate building. Transportation is provided. One certified teacher and one aide work with fifteen students four days a week from 9:30 a.m. to 3:00 p.m. Academic subjects, word processing, and physical education are taught. The program runs for one semester only (January-June).

Now in its third year of operation, the program is improving each year. Evaluation is determined by the number of students who continue to attend school following the program. This number has been steadily increasing. The program costs $10,000 per semester and is completely financed by the Warren Board of Education.

Contact Person: Marvin Fischer, Principal
Lincoln Junior High School
22500 Federal
Warren, Michigan 48089
313-768-8320

19. Enterprise High School: Warren Woods (50 240)
Description of Program:

This program, begun in 1982, serves high school dropouts between the ages of 16 and 21. Focusing on five major areas -- (1) how to earn a living; (2) how to manage life (pay bills, etc.); (3) basic academic skills embedded; (4) group problem solving embedded; and (5) trust (the most basic program component) -- this highly successful alternative program serves approximately 50 students, two-thirds of whom graduate. Eighty percent, all former dropouts, complete the year's program. About 50 percent of those who graduate go on to college or trade school. About 20 percent of the students entered with major problems including substance abuse, a criminal record, and/or welfare dependence.

Funding for the program, $200,000 is provided by JTPA and in-kind funds (FTE's). An article in ***Educational Leadership,*** March 1987, describes this program in greater detail.

Contact Person: Robert Black, Coordinator
Enterprise High School
27900 Suburban
Warren, Michigan 48093
313-751-8780

20. Alternative Education -- Windover H.S.: Midland (56 020)
Description of Program:

This program which was developed a year ago serves approximately 40 at-risk high school students over age 16. The program, based on the Enterprise High School concept, provides regular academic classes as well as industrial education classes. It develops school spirit and individual pride. Students come from three county high schools.

The program which has been evaluated by a control board consisting of county-wide ISD, probate court, administrators, and community members is doing very well. Students who wish to attend the program apply for admittance and must go through an interview and screening selection process. The cost of the program is $263,000 (or $6,575 per student). Funds are provided by the Midland County Intermediate School District, Section 21, 93, and 48 federal money, JTPA grant, and foundation money.

Contact Person: Charlie McCormick, Principal
Windover High School
32 South Homer Road
Midland, Michigan 48640
517-832-0852

21. Alternative Education: Stanton (59 125)
Description of Program:

This program, serving students from ages 16 to 18 who have difficulty functioning in the regular school setting, provides individualized instruction in basic skills, life role classes and vocational education through the Skills Center. Central Montcalm has one full-time instructor teaching the program five days a week from 8:00 a.m. to 2:45 p.m. Aides, when needed, are used in the program. Evaluation consists of a yearly written report to the Board of Education. Funding of $35,000 is provided by state aid, local funds, and Section 48 monies.

Contact Person: Donald Rasmussen
Central Montcalm Community Ed.
'480 Sheridan Road, S. W.
Stanton, Michigan 48888
517-831-5660

22. Muskegon Alternative Center: Muskegon (61 010)
Description of Program:

This program, serving at-risk students in grades 9-12 in the Muskegon Public Schools district, consists of an alternative center high school. A six period day is offered with students scheduled for a minimum of five classes per marking period. Credit is granted quarterly. Junior and high school level courses are offered in the areas of math, English, science, Civics, social studies, business, physical education/health, and art. vocational classes are also available off site. Some students stay in the program long enough to be eligible to go to the high school. Others elect to remain in the alternative program until graduation. Those students who are 18 and have not yet graduated are referred to adult education. Nursery care is provided for those students who have small children.

Evaluation consists of checking the number of students going to the high school from the alternative program and the number who graduate from the alternative program. Funding for the program which pays for the teacher, administrative staff, supplies, and additional support materials, is provided through state funds (section 48), the Department of Social Services, and the local school budget.

Contact Person: Greg Hazard, Supervisor
Muskegon Alternative Center
417 Jackson
Muskegon, Michigan 49442
616-726-5954

23. Perdue Alternative High School: Pontiac (63 030)
Description of Program:

This alternative high school program for students in grades 9-12 provides an opportunity for suspended students, with attendance problems, and teen parents to continue their quest for a high school diploma. The program has a day-care/child care program to enhance the teen parents' opportunities. Evaluation consists of state program reports, MEAP, CAT, SNAP, and

teacher evaluation. Funding is provided by Section 48, Section 93, Child Care Food program, DSS Child Care, and local school district funds.

Contact Person: Roosevelt Daniel
Perdue Center
25 S. Sanford
Pontiac, Michigan 48058
313-333-1555

24. The "Breakfast Club": Hazel Park (63 130)
Description of Program:

The "Breakfast Club" is an off-campus alternative high school. Each day begins with breakfast for the students and staff. Four teachers and one counselor work with 60 students in a traditional five day a week schedule. Evaluation consists of counting the number of students who continue in school, receive credit, and graduate. The community supports the program, and there is positive student and parent support.

Funding for the program including money for five professional staff and one half-time secretary, as well as building maintenance and supplies, is provided by state and local funds.

Contact Person: Jim Anker
Hazel Park Schools
23136 Hughes
Hazel Park, Michigan 48030
313-542-3910

25. New Potential Alternative Education Program Walled Lake (63 290)
Description of Program:

This program, serving at-risk students ages 16-18, meets for a half-day, five days a week for 34 weeks. New Potentials offers instruction in math, English, science, social studies, and government/history. Individualized learning programs and self-paced instruction are emphasized. Counseling is available at all times during program hours. A strict attendance policy is enforced to motivate the student into coming to and enjoying a rewarding learning experience.

Evaluation consists of regular student evaluations and, last year, by a professor from Eastern Michigan University. The program was acclaimed to be extremely effective. Funding is provided by state full time equivalency funding through a consortium with Huron Valley Schools.

Contact Person: Vickie Gibbons
Adult Education Supervisor
615 North Pontiac Trail
Walled Lake, Michigan 48088
313-624-0202

26. Phoenix High School: Brighton (47 010)
Description of Program:

This program serves 16-20 year olds who have been unable to succeed in the traditional high school (from Brighton or Howell). Students usually have had difficulties in terms of attendance, academics, and/or behaviors. The program serves approximately 75 students. The school, located at Pine Hills Camp, has the use of three buildings as well as 160 acres of grounds. The school emphasizes experiential learning activities such as outdoor education. The staff consists of four certified teachers, a substance abuse counselor, an employment placement coordinator, a secretary, a director, and two volunteers. The substance abuse counselor and employment placement coordinator are grant funded positions by the Department of Education and STPA (WALTEC and ECUS) respectively. The teachers are tied to the school district's master agreement lending legitimacy to the program as well as significant cost.

Evaluation thus far has been informal. Administrators are hoping to involve the University of Michigan in a research project which might replicate the study done by Martin Gold and described in the book, ***Expelled to a Friendlier Place.*** Funding is provided through state aid, local monies per FTE, JTPA grants via WALTEC and ECUS, United Way, and the Office of Juvenile Justice (State of Michigan).

Contact Person: Bill Lymangrover, Director
Phoenix High School
c/o Pine Hills Camp
8540 Hamburg Road
Brighton, Michigan 48116
313-231-1810

27. Holland House: Saginaw (73 010)
Description of Program:

This program serving neglected and/or delinquent youths in the Saginaw County area, is a residential program. Determination of eligibility is made by Boysville staff members using criteria established by Boysville for delinquency and/or neglect. The program is designed to improve academic achievement in reading among its target population. Youths in the program received academic instruction during the day at Nouvel Central Catholic High School in Saginaw Township. In the evening, they received tutoring and counseling at the Holland House facility.

Process and product evaluations are conducted on a yearly basis. Long-term continuous effects studies are conducted every eight years. Funding is provided by Boysville of America and Chapter 1 funds ($6,554 for Chapter 1 portion only).

Contact Person: Richard N. Claus, Ph.D.
School District of Saginaw
550 Millard Street
Saginaw, Michigan 48607
517-776-0256

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28. Operation Graduation: Mt. Morris (25 240)
Description of Program:

This program, designed for dropout prone youth ages 14-18, provides dropout prevention, graduation, and jobs. Although the program functions mainly in the middle and high school levels, some 12-13 year olds are also served. The project will continue to combine existing resources and new resources. Staff will be assigned to support eligible dropout-out-prone youth between 14 and 18 enrolled at Beecher High School. Academic improvement, school retention, employability skills development and job placement are the objectives to be measured by "Beecher Project Graduation." Participants will be provided with an individual "Education through Employment Plan." Participants will receive academic remediation, small group tutoring, and spring and summer jobs.

Evaluation consists of measuring literacy improvement, re-enrollment of 11th grades in 12th grade and 12th grader graduation. Funding is provided by the Michigan Department of Education. $600,000 has been provided by the Department for 10 programs using these guidelines.

Contact Person: William H. Dietzel
Adult and Career Education
1149 Klein Street
Mt. Morris, Michigan 48458
313-686-3500

29. TITAN: Taylor (82 150)
Description of Program:

This program, designed for at-risk students ages 14-17, serves 140 students per semester. Staff includes seven teachers, a secretary, and one administrator. Recently, in addition to the regular program, emphasis has been placed on the serious substance abuse problem among at-risk students. Staff members have been trained in substance abuse recognition and training. A substance abuse counselor works two periods a day with identified youth. Vocational training through the Career Center is being expanded.

This program, in existence for over twelve years, has a stable, dedicated staff which promotes open relationships. The staff helps students improve self-image and promotes social skills. Personal contacts and possibilities for success at Titan have helped to break the chain of circumstances that has led to the delinquent and disruptive behavior the students found themselves in prior to admittance to the program. Titan statistics consistently show a success rate each semester of 50-55 percent.

Contact Person: Dale Avery
TITAN Program
9551 Westlake
Taylor, Michigan 48180
313-295-5738

30. Mott Adult High School: Flint (25 010)
Description of Program:

This senior high school provides a basic high school curriculum at sites throughout the city where students can take classes toward their diploma or GED. Evaluation consists of counting the number of students served and the number of GED's or diplomas awarded. Funding of $3,547,561, is provided by local funds.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

II. G. Alternative Classroom(s) and Day, Afternoon, Evening Programs

1. Hastings Alternative Education: Hastings (08 030)
Description of Program:

This program serves students ages 14-18 who have dropped out of the regular school program or who are thinking of dropping out. The program is individualized for 22 students. Most of the basic high school requirements are offered as well as a personal awareness session daily for confidence building and sharing (Quest Skills for Living). Students can mainstream into the regular high school for up to three classes and graduate with the regular high school if requirements are met. A screening committee decides who is allowed to enter the program. Students are chosen who are considered to be at risk of failing because of academic, social, or attendance problems.

The program is considered to be part of the regular program, but has been funded with two teachers through state aid and section 48 categorical aid.

Contact Person: Sue Ross
Hastings High School
520 West South Street
Hastings, Michigan 49058
616-948-4407

2. Alternative Education: Dowagiac (14 020)
Description of Program:

This program serves ninth or tenth graders who are not a severe discipline problem, show a desire to complete their education, are ineligible for special education services, and are failing class. (All or any of these.) Alternative achievement is a retrieval program to be used as a healing stage for underclassmen who are experiencing academic difficulty. The program costs include one teacher salary, 1/2 secretary salary, and materials and supplies. Funding is provided by LEA and state aid.

Contact Person: Max Sala, Director
Dowagiac Union Schools
206 Main Street
Dowagiac, Michigan 49047
616-782-3444, ext. 210

3. **Teacher Consultant: Potterville (23 090)**
Description of Program:

This program for emotionally impaired and learning disabled 7-12 grade students on the secondary level provides 1-5 hours per week for each student with the teacher consultant. They do homework and various other activities for reinforcement of academic and social skills. The regular classroom teacher is given suggestions and ideas. Teacher reports are done regularly to keep a close eye on progress of students. Evaluation is based on test results and observations made by the consultant and by the regular teacher.

Funding is provided by the local district with the help of some federal and state funding.

Contact Person: Sandi Nelson
Potterville High School
420 High Street
Potterville, Michigan 48876
517-645-7609

4. **Learning Centers: Flint (25 010)**
Description of Program:

This program serves elementary students (regular education as well as mainstreamed students) who are not succeeding in identified areas of learning. Students are given intensive instruction two days a week. Evaluation consists of achievement measures. The cost of $80,000 per school is provided from local district funds.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120-1263

5. **Learning Strategies: Flint (25 010)**
Description of Program:

This program for elementary students in magnet schools who are not progressing satisfactorily is a ten-week pull-out program. The classroom teacher is inserviced on the best methods for dealing with the individual student. Evaluation consists of asking if students are ready to return to the regular classroom upon completion of the program. Funding of $60,000

per school is provided by federal grants.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

6. **Middle School Transition: Flint (25 010)**
Description of Program:

This summer program is designed for students who have deficiencies which may interfere with their success in middle school. Students identified as "borderline" are eligible for the program. Evaluation consists of looking at the number of students served who receive passing grades in seventh grade. Funding of $6,000 is provided by federal funds.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

7. **Bridge/STEP: Flint (25 010)**
Description of Program:

This program for 14-15 year-olds who are underachieving, show negative behavior, or are drop-out prone, focuses on strengthening the basic skills and employability potential of students who are at risk. In addition, the program offers summer classes and employment to participants. Supportive services and counseling are also provided. The program has been evaluated by monitoring behavior, academic achievement, and attendance. The two fold program costing $135,000 (Bridge) and $150,000 (STEP) is funded by foundation and federal funds.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, Michigan 48502
313-762-1120/1263

8. **Strive Alternative Education: Gladwin (26 040)**
Description of Program:

This three hour a day program for high school at risk students focuses on dropout prevention and literacy. Many subjects are taught in a small class by one teacher. Evaluation uses JTPA procedures. The cost of the program, $20,000, is provided by the local district.

JTPA provided 8% of the funding in 1986-87.

Contact Person: John Winters
Gladwin Comm. Schools
310 N. Bowery Street
Gladwin, Michigan 48624
517-426-9255

9. **Alternative Education: Lansing (33 020)**
Description of Program:

This program serving 160 middle and high school students with behavior and academic problems, has a low staff-pupil ratio. Teachers serve as student counselors. Evaluation procedures include using all district standardized achievement tests. Funding is provided by local and state funding.

Contact Person: Aldo Martinez
Director of Alternative Education
1030 South Holmes Street
Lansing, Michigan 48912
517-374-4223

10. **Alternative High School Program: Haslett (33 060)**
Description of Program:

This alternative classroom serves students with poor attendance, low achievement, apathy towards school, low self-esteem, and inability to adjust to the regular school. Students recommended by teachers or counselors attend classes in social studies, science, reading, and mathematics on a 55-minute session, 5 days a week. A committee meets on a regular basis to evaluate curriculum and student progress. The program is financed by the local school district with some funding through the Michigan Department of Education section 48 program.

Contact Person: Sharon Phelps
Haslett High School
5450 Marsh Road
Haslett, Michigan 48840
517-339-8249

11. **Alternative Education: Waverly (33 215)**
Description of Program:

This program serves students in grades 9-12. Students selected to participate are ones who have not developed proficiency in the practice of school survival skills. The program consists of high school staff working with middle school staff to identify eighth grade students who would be "at risk" as freshmen. Students are offered this program which consists of a year-long class at the high school level. During the class periods these students will learn the skills necessary for the successful completion of all Waverly High School graduation

requirements. The following skills will be taught during the course: listening, problem solving, group discussion, value clarification, behavior control, conflict resolution, organization, efficient use of time, study skills. Students are also given the opportunity to work on regular home work assignments during this class hour. At other times during the school day, students are in the regular 9-12 program. The program teachers have consulting time to provide support to the students in the regular 9-12 program.

Funding is provided by the Waverly Community Schools. This money provides for 2.0 FTE's with 1.2 FTE for classroom instruction and .8 FTE for consultation.

Contact Person: Mr. Howard Comstock, Principal
Waverly High School
5027 West Michigan
Lansing, Michigan 48917
517-323-3831

12. **Alternative Education: Wyoming (41 020)**
Description of Program:

This program is designed for potential dropouts, students with academic problems, attendance problems, or juvenile delinquents. A committee of teachers, administrators, counselors, special services workers, and the alternative education coordinator meets every two weeks to discuss referrals and make placement decisions.

Three teachers and one Chapter I reading aide provide individualized/small group instruction to approximately 40 students. About 80 percent of the students are mainstreamed from 1-4 hours per day. Alternative education areas of study are math, language arts, reading, social studies, science, and physical education. Evaluation consists of pre- post-testing with SAT and TASK.

Funding of $111,308 for salaries and supplies is provided by Chapter I monies, Section 48, and local tax dollars.

Contact Person: Robert Noordeloos, Principal
Godwin Heights High School
15 West 36th Street
Wyoming, Michigan 49508
616-245-0461, ext. 170

13. **Dropout Prevention Program: Cedar Springs (41 070)**
Description of Program:

This is a volunteer program in which teachers, counselors, administrators, and community volunteers speak with potential dropouts during lunch, prep time, before and after school or at home. All have been trained on suggested strategies when working with At Risk students and have a manual for further information. Since all participants are volunteers, there is no monetary cost for this program.

Contact Person: Roger Relich, Principal
Cedar Springs High School
204 East Muskegon
Cedar Springs, Michigan 49319
616-696-1200

14. Young Adult Program: Cedar Springs (41 070)
Description of Program:

This alternative education program serving 7-12 at-risk students is run through Community Education. Class size is low and students receive individual instruction as well as weekly counseling and support. Students can receive necessary credit to graduate with a high school diploma. The cost of $10,000 is provided by section 48 monies and local funds.

Contact Person: Roger Relich, Principal
Cedar Springs High School
204 East Muskegon
Cedar Springs, Michigan 49319
616-696-1200

15. GAIN ACADEMIC POWER (G.A.P.): Grand Rapids (41 110)
Description of Program:

This program serving at-risk high school students has three components: (1) "Ninth Grade Core"; (2) 10th-12th grade "Learning Strategies" (an elective course); and (3) an "Academic Assistance Center" for all students in grades 9-12. Seventh and eighth grade students use the Center during its evening hours.

Ninth Grade Core combines two classes, English and math, with a third class, Learning Skills I, emphasizing skill remediation and attitude. Focus is on developing successful school attitudes and work habits as well as working on deficit skill areas. Teachers from math, English and special needs areas team teach the Core program and unify the approach. Learning Strategies is a semester course for 10-12 grade students who need more intensive work in study skills than they receive through the current curriculum. Students are taught to assess the causes of their learning difficulties using organization, attitude, technique and skill development. The Academic Assistance Center is open to all students with academic counseling, diagnostic assessment, prescriptive planning, tutoring, group study sessions and adapted materials.

This program is evaluated through pre- and post-testing of students and through assessment of GPA and standardized test results. The costs include money for 1.2 FTE for professional staff including the coordinator position (.5), the reading consultant (.4), and the resource teacher (.3). Access to at least a 12 unit micro computer lab is necessary. Funding for software is required. There is a full time teaching aide in the room as well. Most of the cost of this program is covered by the local board of education. Some additional monies have been allocated through the Forest Hills Foundation.

Contact Person: Patty Bakken
Project Coordinator
3801 Leonard, N.E.
Grand Rapids, Michigan 49506
616-676-8960

16. **Project S.H.A.R.E. (Strategies Helping All Responsible Educators): Utica (50 210)**
Description of Program:

This program is designed for handicapped and at-risk students in grades K-12. It is designed as a district-wide program to enhance collaborative activities between regular and special educators. This program promotes the education of mildly handicapped and other educationally "at-risk" students in the regular education setting by developing classroom and building level intervention strategies. The key components of Project Share are consultation assistance provided to the regular education teacher, co-teaching (a special educator teaching with a general educator), and teaming within the Special Services Department.

Students targeted for the program are groups of handicapped and "gray area" students, who are identified by teaching staff and/or counselors for inclusion in collaborative/co-teaching assignments. The program is evaluated through report card grades and parent, student, and staff surveys. Dropout statistics are also evaluated.

Costs of the program include teacher salaries, curriculum materials, and assessment materials. Funding is provided through Federal Special Education 94-142 funds, Section 52 State funds, and Act 18 ISD funds.

Contact Person: Richard Mette
Director of Special Services
Utica Community Schools
51041 Shelby
Utica, Michigan 48087
313-739-0400, ext. 402

17. **Utica Community Schools Adult High School Completion: Utica (50 210)**
Description of Program:

This program serves any adult over age 18 lacking a high school diploma. All courses of study that are required by the State and local Board of Education are taught. Morning, afternoon, and evening classes are available at 14 different locations. Academic planning and career guidance are an important part of each student's experience with UCS.

The program is evaluated through student surveys, which are completed annually by both current and graduated students. Costs vary, depending on student enrollment, and funding occurs through State Aid.

Contact Person: Linda M. Visnaw
Assistant Supervisor of Adult Ed.
11303 Greendale
Sterling Heights, Michigan 48077
313-825-2224

18. Utica Community Schools--Summer Enrichment--Math: Utica (50 210)
Description of Program:

This program serves any students enrolled in grades 1-6 who require additional help in math. The summer math program offers individualized instruction with emphasis placed on needs determined by classroom teachers within the framework of the texts used in schools. This provides the opportunity for students to improve in the specific math skills that are causing them difficulty.

The program is evaluated through teacher, parent, and specialist input. The program is funded through tuition, which varies in amount from year to year. In 1989, tuition cost $70.00 for the five week session, which includes 1 1/2 hours of instruction per day, four days per week.

Contact Person: Sally Hoffman
Elementary Enrichment Specialist
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400, ext. 411

19. Utica Community Schools--Summer Enrichment--Reading: Utica (50 210)
Description of Program:

This program serves any students enrolled in grades 1-6 who require additional help in reading. The focus of the program is to develop reading comprehension as well as decoding strategies by integrating all aspects of communication (reading, writing, listening, and speaking). A variety of materials and teaching techniques are used, including literature appreciation, creative writing, puppetry, and dramatics.

The program is evaluated through teacher, parent, and specialist input. The program is funded through tuition, which varies from year to year. In 1989, tuition cost $70.00 for the five week session, which includes 1 1/2 hours instruction per day, four days per week.

Contact Person: Sally Hoffman
Elementary Enrichment Specialist
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400, ext. 411

20. **Utica Community School Summer Enrichment--Stepping Stone: Utica (50 210)**
Description of Program:

This program serves children who have completed kindergarten and need additional help before entering first grade. Stepping Stone is a positive approach to the physical, emotional, social, and intellectual development of children. The program tries to reinforce the students' acquired skills and to further develop other necessary skills.

The program is evaluated through teacher, parent, and specialist input. Funded through tuition, costs vary annually. In 1989, tuition cost $50.00 for the five week session, which includes 1 hour instruction per day, four days per week.

Contact Person: Sally Hoffman
Elementary Enrichment Specialist
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400, ext. 411

21. **Directed Study: Madison Heights (63 280)**
Description of Program:

This program serving at-risk high school students meets each day for one class period. The program is designed for a small group of students (approximately 10) who have been identified by teachers, counselors and administrators because they are four or more credits behind their graduation class and/or have a severe attendance problem.

Each day it is determined what assignments have to be completed. Then each student goes about completing his/her assignments under the supervision of the teacher and/or one of the high school students also assigned to the program as an academic tutor. Specific techniques utilized with students are individualized. Phone calls to home are initiated every seven to ten days. Every two to three weeks, a student evaluation form is sent to regular teachers. When this is returned a conference is scheduled with the student and a call home informs parents about student progress. Parents of students are consulted about their child's involvement in the program. Students included in the program agree to participate and to cooperate with the goals of the program -- improved attendance, doing all assignments, and improvement in class participation.

The cost of the program, which includes the salary of one teacher for one hour daily, is paid by the local school district.

Contact Person: R. R. Yaroch, Principal
Lamphere High School
610 West 13 Mile Road
Madison Heights, MI 48071
313-589-3943

22. **P.A.S.S. (PAGE ACADEMIC SUPPORT SYSTEM): Madison Heights (63 280)**
Description of Program:

This program for at-risk middle school students meets one hour a day in a resource room environment. The emphasis is on developing positive attitudes toward school and includes daily monitoring of class assignments. Funding for texts and supplies is provided by the local school district.

Contact Person: John Gatz, Principal
Page Middle School
29615 Tawas
Madison Heights, MI 48071
313-589-3428

23. **B.E.S.T.: Saginaw (73 010)**
Description of Program:

This program for educationally disadvantaged reading and mathematics students in grades 1 through 9 serves 20 of the 24 elementary buildings with pull-out reading classes, five of the five junior highs with lab classes, and three of the five with math programs. At the first grade level, a math push-in program has been implemented with use of math manipulative materials and will be expanded to second grade during the 1989-90 school year. In the junior high school, lab teachers are subject matter specialists in reading or mathematics. Both the elementary and secondary programs focus on critical objectives from the California Achievement Tests (CAT), the Michigan Educational Assessment Program (MEAP), and the district curriculum guide.

Process and product evaluations are conducted yearly. Long-term continuous and sustained effect studies are conducted every three years. Students eligible for the program score at or below the 25th percentile on the CAT-E in reading or mathematics. Funding of $3,500,000 for wages and fringe benefits, $125,000 for supervision and direction, $125,000 for planning and research, and $35,000 for supplies and materials is provided by Chapter 1 and Article 3 grants.

Contact Person: Mary Ciolek
Saginaw Schools
550 Millard Street
Saginaw, MI 48607
517-776-0287

24. **Adult Basic Education Program: Saginaw (73 010)**
Description of Program:

ABE, designed for adults who have less than an eighth grade education, provides basic and remedial instruction in computation and communication skills, as well as Michigan Life Role Competencies, English as a second language, adult bilingual and pre-general educational development. The program serves a diverse population. The ABE program is in its 28th year of operation in the Saginaw Public Schools. ABE is administered through the office of Adult and Continuing Education Services. A student may enroll throughout the school year and receive an

individualized educational plan.

Evaluation includes a mid-year process evaluation and a year-end product evaluation. Eligible students must be at least 18 years old and have less than an eighth grade education. Funding for the program of $659,310 is provided by Public Law 98-511 and general funds, $31,050 of which comes from the Saginaw Public Schools budget.

Contact Person: Louise Kring, Supervisor
Adult Basic Education
115 West Genesee
Saginaw, MI 48602
517-776-0600

25. Migrant/Summer Migrant: Croswell (76 080)
Description of Program:

This program serves 150 students who are either interstate, intrastate, or settled in up to five years who are migrants (or have been) in the Croswell-Lexington School District. A teacher and two aides provide support services to migrant/bilingual students. These students are given assistance in developing language skills (oral and written), study skills, and help to compensate in content classes. The secondary students also receive some career education, as well as a Spanish language program in the high school designed for migrant students. This program supplements the bilingual program. A summer migrant program operates in the summer. The facilities of Crosswell-Lexington are used.

Students are pre and post-testing using the California Achievement Test. There are also quarterly parent meetings for evaluation. Students must qualify for this program under MSRTS recruitment guidelines. Funding of $5[illegible],217 during the regular school year and $61,000 for the summer program is provided through Chapter I (Migrant). The district also receives bilingual funding of $7,186.

Contact Person: Jackie Huepenbecker
Croswell-Lexington Schools
15 S. Howard
Croswell, Michigan 48422
313-679-2238

26. Corunna Alternative Education Program: Corunna (78 100)
Description of Program:

This program for 16-21 year-old dropouts provides part-time instruction and the opportunity to earn credits in basic subjects such as math, English, social studies, and science. Student progress reports every three weeks are used to determine how individual students are progressing. An advisory council meets periodically to provide input. Student feedback is used as an evaluation tool as well. Funding for the program is provided through state aid membership and local sources.

Contact Person: D. Michael Haggerty

Director of Community Education
Corunna Public Schools
Corunna, MI 48817
517-743-4151

27. **Peer Listening Program: Corunna (78 100)**
Description of Program:

This program serves the entire student body of Corunna High School. Twelve students (juniors and seniors) are selected to participate in listening skill training. In addition to listening skills they have workshops and training sessions on counseling techniques, empathy training, drug and alcohol abuse, physical and sexual abuse, self-esteem, decision-making and family relationships. These students donate one hour a day (without credit) from their study hall. Confidentiality is an important part of this program, but peer listeners work closely with the counseling staff.

Each year the present peer listeners fill out an evaluation (written) form and teachers also can comment on a written evaluation form. It is difficult to measure kindness or caring on a form but several students have commented on the importance of a peer listener in their lives. There is no cost for this program since counseling staff volunteer their time.

Contact Person: Deborah J. Bentley
Corunna Public Schools
Corunna, MI 48817
517-743-4388

28. **High School Modified Curricular Program: Reese (79 110)**
Description of Program:

This program is designed for students who don't qualify for special education but who have a very difficult time in academic classes. All eleven required classes are offered with a curriculum modification and lower class size. The program is pre-vocational in nature and many students go to the area skill center. Yearly evaluations indicate that this program helps to reduce the dropout rate and students' frustration levels. Funding for the program is provided through the local school district.

Contact Person: Charles H. Twork, Superintendent
9535 Unter Street
Reese, Michigan 48757
517-868-9864

29. School Study Skills Program: Dearborn Heights (82 040)
Description of Program:

This program serves students in grades five through eight who are experiencing the repeat of a grade. These students shall be assigned one hour a day in lieu of an elective to obtain appropriate tutorial support. Objectives of the program are:

1. To keep the student current with his academic subjects by developing organizational and study skills.

2. To work on specific skills in the areas of responsibility, communications, problem-solving and behavior.

3. To monitor his progress in all areas closely by working with counselors and administrators.

4. To increase the support from the parents involved.

An evaluation form is completed by counselors, teachers, parents, and administrators. Funding for the program provides the teacher's salary and benefits for 2/3 of a day.

Contact Person: Jack Miller, Principal
Riverside Middle School
25900 West Warren Avenue
Dearborn Heights, MI 48127
313-274-0140

30. Elementary/Middle School Alternative Education Program: Inkster (82 080)
Description of Program:

This dropout prevention program serves grades 2 to 5 (two classrooms) and 6 to 8 (one classroom). Eligible students have been retained two or more grades. The classrooms are self-contained, and students are taught by master teachers. Classes use specialized materials. Class sizes are no more than 15 students. Students may test out of the program and are recommended for regular grade placement (at mid-year or end of year only). Because of the small teacher/student ratio, teachers are able to communicate with parents more frequently about performance and attendance.

Evaluation consists of comparing the number of those "testing-out" to the overall original number. Funding for the program of $125,000 is provided by Chapter II and local school district funds.

Contact Person: Dr. Edmond Beverly, Ph.D.
Superintendent
Inkster Public Schools
29115 Carlysle
Inkster, MI 48141
313-722-5310

31. **Special Needs: Wyandotte (82 170)**
Description of Program:

This program is designed for students enrolled in approved vocational/technical education programs who have a 1.5 GPA or below or are handicapped and IEP'd into the vocational program. The program provides teacher assistance in the classroom with a technician, a certified counselor working exclusively with this population, and a placement component of co-op coordinators working for these students' school/work transition.

An annual evaluation is conducted by the administrator in charge. Grades and attendance of students being helped are compared against a comparable control group. Funding for the program is provided on a 50/50 basis with the local district matching a specific federal project grant.

Contact Person: John Milne
Wyandotte Public Schools
540 Eureka
Wyandotte, MI 48192
313-246-1045

II. H. **Integrated, Multi-dimensional Program for Dropout Prevention/Remediation:**

1. **Dropout Prevention Initiative: Benton Harbor (11 010)**
Description of Program:

This program serves students in grades six and seven who are dysfunctional in the school setting. The program will provide the following:

(1) Individual and peer group counseling for students experiencing behavioral adjustment problems;

(2) Inservice training for parents and teachers whose student is experiencing problems;

(3) A Support Team that will assist in training and counselling students described as being highly disturbed;

(4) After-school and weekend "value" groups and weekend activities to be conducted by members of the Support Team.

The cost of $8,000 is to be provided by Part I.

Contact Person: Dr. Alexander E. Bailey
Benton Harbor Area Schools
711 East Britain Avenue
Benton Harbor, MI 49022
616-926-1141

2. Battle Creek At-Risk Options: Battle Creek (13 020)
Description of Program:

As is true of many large urban school districts, Battle Creek offers a multitude of programs and options designed to serve children at risk. These are:

Alpha Reading
Group counseling (I CARE, substance abuse counseling, cooperative counseling)
Individual counseling
In-school suspension
Parent conferences
P.T.A. involvement
Peer tutoring
Quest (life skills class)
Adopt-A-Student program
Individualized education plans
Cooperative efforts with juvenile court
Cooperative efforts with Child Guidance Clinic
Standardized testing (Differential Aptitude Test -- 9th grade)
Referral to special education for educational diagnosis
Upward Bound
Special tutoring at Franklin Center
Before- and after-school help
Bearcat talks
Attendance policy (rewards for attendance, calling system)
Field trips to Voc-Ed (awareness -- 9th grade)
Individualized scheduling
Future employability (library materials available)
Alternative means to obtain an education (night school, GED)
School improvement program
Providing good role models
Parenting workshop (Very Involved Parent Program)
Skills for Adolescence
Career/law related education class
Financial aid for health and personal needs
Academic scholarship programs

Contact Person: Dr. Vernon R. Potts
Assistant Superintendent
Secondary Education and Research
Battle Creek Public Schools
Battle Creek, MI 49017
616-965-9480

3. **Halfway II: East Detroit (50 020)**
Description of Program:

Halfway II, an alternative high school program, includes many features of an integrated, multi-dimensional program. The program serves students in grades 7-12 who, in the past, have had problems passing their classes because of poor attendance or lack of interest. Halfway II is a reduced schedule alternative high school program which exists to keep potential dropouts in school and to provide students with marketable job skills through vocational programs. Halfway II provides a positive environment, smaller classes, individualized instruction for those who need it, social counseling, job placement services, and greater freedom of expression through specific exercises to encourage and develop leadership. The program is assessed to determine the need to change the curriculum to fit the students.

Funding for the program of $106,000 is provided through Section 48 and state aid.

Contact Person: Marun Mualem
East Detroit High School
15501 Couzens
East Detroit, MI 48021
313-445-4545

4. **Focus Future: New Baltimore (50 040)**
Description of Program:

This program is designed to meet the multiple needs of students who have displayed severe truancy problems, lower than grade level academic performance, and disruptive behavior. Although the program is currently limited to students in grades 9-12, the district wide steering committee is working on including students in grades K-8 as well.

Presently this program is directed and evaluated by a committee which includes teachers, administrators, counselors, vocational director, special education personnel, local police, and business representatives. A counselor works with students in greatest need on an intensive basis with weekly monitoring. Other counselors work to identify an "at risk" population among their case loads to work with on a less intensive basis. The vocational director attempts to place students in job training and work experiences. A paraprofessional also works with the students in a learning skills center as a tutor. In addition, a phone monitor calls parents as soon as the school knows that a student is skipping classes.

The steering committee meets regularly to study the effectiveness of the program. Total costs for the program of $142,000 provide the salaries for an intensive counselor ($40,000), four regular counselors part-time ($40,000), a paraprofessional for the learning center, attendance monitoring, and tutoring, ($22,000), and the vocational director and job placement coordinator ($40,000). Local funds have supported the intensive counselor, the vocational director, and the teacher staff for special classes. Section 48 grant, the Section 93 for pregnant teenagers, and the 8 percent JTPA grant along with the 78 percent JTPA grant have been sought.

Contact Person: Carl B. Wagner, Assistant Principal
Anchor Bay High School
48650 Sugarbush Road
New Baltimore, MI 48047
313-949-4510

5. Students At-Risk Program Study: Midland (56 010)
Description of Program:

This study is included in multi-dimensional programs because it constitutes preparation for instituting such a program. The Midland Public Schools has completed a year-long study of at-risk students in which current programs and options have been examined and recommendations made for additional services. The study has been conducted by the Curriculum Council made up of citizens, students, teachers, and administrators. The following list of services shows the programs and options currently available for students at risk in the Midland Public Schools.

Elementary Level:

Curricular Support:
1. Chapter I reading
2. Resource Rooms
3. Paraprofessional reading aides for grades 1-3
4. Developmental Kindergarten pilot program
5. ENDOW program
6. Junior Great Books
7. Special education services
8. English as a Second Language (ESL)

Counseling Services:
1. Four full-time elementary counselors assigned to all elementary buildings
2. Social workers
3. Psychologist

Attendance:
1. Teachers, administrators
2. Midland County Intermediate School District attendance officer
3. Probate Court

Health:
1. School nurse provided through Midland Health Dept.
2. Homebound provided through the Midland County ISD

Economic:
1. School lunch program
2. Charitable organizations working with schools

Secondary Level:

Counseling Services:
1. Four building counselors

Special Education Services:

Special Services/Team:
1. School Psychologist
2. Social Worker

Attendance Assistance:
1. Teachers, Counselors, Administrators
2. Attendance Officer -- Midland County ISD

Health:
1. Midland County Health Dept. Nurse
2. Homebound Service from MCISD
3. Speech Evaluation and Therapy
4. Vision and Hearing Screening

Career Center:
1. Career Exploration and Information
2. Use of Michigan Occupational Information System
3. Job Placement Service

Alternative Education:
1. Leiphart (grades 8-12)

Support, Referral and Identification Services:
1. Point levels in social studies, math, and tracking in English
2. Remedial courses in math, reading, and writing
3. Adopt-A-Student
4. National Honor Society Tutoring-peer tutoring
5. Project TARGET-covert support and encouragement to students
6. Strong vocational/occupational course offerings in industrial ed, business ed, and home economics.
7. Personal Adjustment/Family Living course for special education
8. Topics for Teens (Health and Personal Relationships)
9. Information and education about AIDS

Contact Person: Mr. Shepard, Principal
Midland High School
Midland, MI
517-839-9961

6. The Academy: School Dropout Demonstration Assistance Program: Clintondale Community Schools (50 070)
Description of Program:

"The Academy" is a comprehensive program designed for two purposes: 1) to identify and prevent "at-risk" students at the elementary and secondary level from becoming dropouts, and 2) to encourage students who have been identified as dropouts to reenter school and complete their education in a unique program with a curriculum that is vocationally based to meet their needs. Qualified personnel to implement this proposal which was written in April, 1988, consist of a dropout coordinator, four counselors and three part-time vocational teachers. A school psychologist and social worker will be provided by the school district to develop and institute affective programs. Cost for the program is $247,401.

In establish goals and objectives for "The Academy," planners reviewed aspects of successful model dropout programs across the nation. Some of the model programs reviewed were:

1. Atlanta, Georgia (George Washington Carver High School)
2. Buffalo, New York
3. Chicago, Illinois
4. Denver, Colorado
5. Detroit, Michigan
6. Hartford, Connecticut
7. Milwaukee, Wisconsin (School-Community Project)
8. New York City, New York
9. San Diego, California
10. New Orleans, Louisiana
11. Seattle, Washington

Objectives were also taken from information found in "Dealing with Dropouts: Superintendent's Report" and the Michigan State Board of Education Second Annual Regional School Improvement Conference (1988).

The dropout prevention component of the program entails twenty goals and includes:

1. Develop a process of identification through the use of a checklist at the elementary and secondary levels to pinpoint key factors that lead to students dropping out.

2. Collaboration between school, parents, and community to prevent dropouts.

3. Curriculum improvement with the emphasis on affective education.

4. Teacher-counselors designated to provide leadership and coordination to the district's identification and prevention of "at-risk" students.

5. Implement strategies which create a positive educational climate.

6. Parent training and support groups established to work on specific goals to keep their children in school.

7. Improve attendance through an incentive program.

8. Instruction in employability skills and career awareness activities.

9. Establish an alternative secondary school for "at-risk" students ages 12 through 16.

10. Develop a child care center at school for teen-age dropout mothers and fathers reentering school.

Goals for the dropout remediation/retrieval component of the program include:

1. Provide a certificate from a community business in coordination with the school which will qualify the student for a job.

2. Develop student interviews so that teacher-counselors can gather information about the student's dropout history; reasons for leaving high school, past and present activities, etc.

3. Develop a method of retrieving dropouts from the following population: teenage parents, substance abusers, juvenile delinquents, etc.

4. Dropout coordinator to be responsible for documenting students who have dropped out within the last two years and contact each student in an attempt to reenter in this program.

5. Provide individual counseling for each student.

6. An individual educational plan will be established for each reentering dropout.

In identifying students at risk, the following criteria will be used for elementary students:

Elementary students will be considered "at-risk" or potential dropouts if they:

1. Have or are currently repeating a grade
2. Are currently failing two or more classes
3. Demonstrate chronic misbehavior in the school setting
4. Demonstrate a chronic truancy/tardiness problem not related to illness or school approved absence.
5. Are from one parent homes.
6. Are identified as coming from a home of lower socioeconomic status.
7. Have one or more incidents with a law enforcement agency resulting in disciplinary action.
8. Have one or more parents who have not obtained a high school diploma.
9. Have been tested as having a below average intelligence quotient (one standard deviation below the norm).
10. Have one or more siblings who have previously dropped out of school.
11. Have consistently demonstrated below average grades in academic classes.

The following additional criteria will be used for secondary students who will be considered "at-risk" if they:

12. Are currently pregnant, or are currently mothering/fathering a child.
13. Are suspected of abusing illicit substances.

It is considered essential in a comprehensive, multi-dimensional program to have a program coordinator. The coordinator's responsibilities in this program include:

1. Implementation of the entire dropout prevention program.
2. Follow-up students who have left the regular education process.
3. Development of an individualized educational plan for each student entering the program.
4. Coordinating activities with other members of the business community to enhance the program.
5. Coordinate job placement with JTPA who will supplement income of students placed in vocationally related job settings.

The four teacher/counselors will be responsible for the following:

1. Work with the administrators and teachers in the schools to identify the "at-risk" students.
2. Arrange for individual counseling and testing sessions with each student.
3. Work with the students' regular education teachers to facilitate the learning process. This may include the development of a behavioral and academic plan to provide the students with successes in the school setting.
4. Teach affective classes for the targeted students.
5. Provide academic remediation and tutoring when necessary.
6. Plan alternative activities; i.e., field trips, visitations, for targeted students.
7. Meet with parents/guardians to encourage their participation in the educational programming of their children.

The three vocational teachers will teach a specified curriculum created in cooperation with the Dropout Prevention Team. They will work closely with the coordinator, teacher/counselors and community business leaders to meet the individual needs of each student in the program. A school psychologist and social worker will be available for each participant. Outside agencies such as Vocational Rehabilitation, private counseling, Drug/Alcohol Rehabilitation, will be

used when appropriate.

The Academy as a separate alternative high school is designed for reentering dropouts with a strong emphasis on career education and the teaching of job skills. the ultimate goal of the Academy is to provide every student with the skills and motivation to function independently in the world of work. In addition, students will create their own support systems consisting of other students, family members, teaching staff and community members, enabling them to better cope with the everyday world.

More information about this program is available through the contact persons listed below.

Contact Persons: Don Seiferlein or
Chuck Hallman
Clintondale Community Schools
Mt. Clemens, MI 48043
313-791-6300

7. **HOPE: Help Onaway Promote Education: Onaway (71 050)**
Description of Program:

Onaway Area Community Schools has requested funding of $114,939 for this project. The HOPE dropout prevention program aims to reduce the numbers of elementary and secondary students who drop out of school and to encourage those who have dropped out to return and complete their high school education. According to this program, proposed in July, 1988, students at all grade levels will benefit from counseling services, remedial tutoring, home/school liaison services, greater exposure to career possibilities, and access and expansion of vocational programming. Parent involvement is essential to meeting the goal of reducing the dropout rate. The program plan includes the following components:

1. Identification of potential student dropouts:

   a. Provide teacher training on detection of characteristics that may be indicative of a dropout prone student.

   b. Formalize a system of referral (K-12) to ensure that youth identified as dropout prone come to the attention of key personnel.

2. Identify and encourage dropouts to re-enter school:

   a. Key personnel conduct a search of elementary and secondary school records to identify youthful dropouts.

   b. Key personnel make home contacts to encourage family support for the youth returning to school.

   c. Develop individual program plans for returning students and offer special academic assistance to minimize the difficulties of re-entering school.

3. Early Intervention Programs:

a. Provide teacher training on self-esteem building techniques that can be incorporated into regular classroom activities.

b. Follow-up on all students displaying excessive absences and make appropriate program referrals.

c. Expand current dropout prevention remediation program to encompass grades K-12.

d. Provide individual counseling for students who have been identified as dropout prone.

e. Continue to provide access to and expand vocational programs.

f. Provide career exploration beginning in elementary levels to encourage students to make early associations between school and the world of work.

g. Provide career counseling supplemental to existing career guidance program.

h. Coordinate with local JTPA program, Presque Isle Probate Court programs, Big Brothers/ Big Sisters, CFCS Drug and Alcohol Prevention program.

i. Ensure that home visits by key personnel are an integral part of the student's program plan. Encourage parental support of student's education. Encourage parents to access adult education programs.

j. Provide appropriate referrals of siblings to local Head Start and/or Tower Learning Center preschool programs.

Project staffing: The project for this school district will be coordinated by the high school principal with the assistance of the high school guidance counselor and the instructor who currently provides remedial academic instruction to dropout prevention participants. This instructor will coordinate and train student tutors who will work with elementary level dropout prone students. An additional counselor will be hired as well as a home/school liaison person who will track truancy problems and recruit the return of dropouts and make student/family referrals. To enhance the effectiveness of the industrial arts program, two computer aided design machines will be purchased. Bus transportation will be provided to the site where vocational programs not available in onaway are offered. Coordination will be provided with local JTPA programs and will tie in with a variety of adult employment and training programs provided at the Tower Learning Center.

More information on this program may be obtained from the contact person listed below.

Contact Person: James Falkner
Onaway Area Community Schools
4475 M-33 South
Onaway, MI 49765
517-733-4211

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8. **Vested Interest Program (VIP): Detroit (82 010)**
Description of Program:

The Vested Interest Program (VIP) was developed by the Detroit Dropout Prevention Collaborative to reduce the number of dropouts from the Detroit Public Schools. This program was the outgrowth of a collaborative process involving a broad spectrum of the district's community, including representatives from parent and student organizations, business, government, community agencies, clergy, law enforcement, media, and other groups.

Five task forces, cochaired by representatives from both the school system and the community, were established:

(1) **The Data Base Task Force** reviewed existing data systems of the district and made recommendations for modifying these systems to provide early identification and continuing tracking of at-risk students.

(2) **The Information Gathering Task Force** researched information about local and national dropout prevention programs and compiled the "Detroit Dropout Prevention Collaborative Resource Directory."

(3) **The Strategy Task Force** was divided into six subgroups -- achievement, attendance, citizenship, pregnancy, substance abuse, and reentry -- and it recommended strategies for inclusion in the plan to address specific dropout causes.

(4) **The Evaluation Task Force** documented the collaborative process and developed an evaluation design.

(5) **The Student Task Force**, cochaired by two students, identified dropout prevention strategies in which students could become involved.

Plan Components

Early identification of the at-risk population is a critical component of the Vested Interest Program. The district's student information system will be used to identify at-risk students based on criteria described in the plan components below. The data base includes such information as academic and citizenship marks, attendance data, code of conduct referrals, and support services such as psychological, social work and counseling contacts.

General Components (Phase I)

A. VIP Coordination -- Coordination to be provided by a VIP Office through implementation of subcomponents relating to organization/administration, identification process, awareness, program definition, professional development, evaluation, and policy changes.

B. Business-Education Compact -- A business-education compact to be developed and implemented to provide resource support to students and guarantees of jobs and higher education opportunities for graduates possessing requisite skills.

C. Collaborative -- The Detroit Dropout Prevention Collaborative to continue to provide leadership to ensure appropriate support for effective implementation of the plan.

D. Peer Influence -- The City-wide Student Council to provide leadership so that students in all high schools will provide positive peer support to at-risk students, e.g., tutors, big brothers/sisters, substance abuse groups, church and social agency support.

E. Public Relations -- A public relations campaign to be launched to provide appropriate awareness of the VIP and to elicit support for effective implementation.

Target Student Components Grades 1-5 (Phase I)

1. Pre-School -- Pre-school education provided to children born of an adolescent parent.

2. Achievement -- Additional support, e.g., tutors, counselors, mentors, health services, remedial support classes, homework classes, for students who have failed kindergarten or grade 3, 5 or 8.

3. Attendance -- Additional support, e.g., tutors, counselors, mentors, enforcement of truancy statutes, media campaign, police and social agency support, to improve attendance of students in kindergarten through grade 8 who have shown a high rate of absenteeism.

4. Citizenship -- Additional support, e.g., tutors, counselors, mentors, family center/health/recreation services, social work and psychological services, for students in kindergarten through grade 8 with multiple referrals for unacceptable behavior to reduce code of conduct violations and improve citizenship marks.

5. Project 700 -- Additional support for students 15½ to 16½ who have earned less than 50 hours of credit, for students 17½ who have earned less than 100 hours of credit, and for students who have spent four or more years in high school without graduating. Support services include, e.g., tutors, counselors, mentors, phone calls and letters to students and parents, conferences with students and parents, referrals to alternative educational programs.

Target Student Components Grades 6-9 (Phase II)

6. Pregnancy -- Additional support provided to increase the graduation rate of students who attend/attended the district's programs for pregnant students. Services include, e.g., tutors, counselors, mentors, special educational programs offered by community organizations, child care and health services, public awareness campaign.

7. Substance Abuse -- A district-wide program to reduce substance use/abuse

by students includes, e.g., inclusion in all grades' curriculum, training of staff, tutors, counselors, mentors, referrals to community agencies, public awareness campaign.

8. Re-entry -- A major school-system-community effort will be launched to return 17-year-old's who have not graduated to school, including active retrieval campaign, re-entry into regular school, alternative programs, and community agency support activities.

9. Summer School and Transition -- Summer school and other transition support programs provided to help ensure the success of at risk-risk students when they move from elementary to middle school, and from middle to high school, e.g., remedial summer school, articulation between sending and receiving schools, tutors, counselors, mentors, social work and psychological services, health services.

Contact Person: Dr. Thomas Steel
Coordinator
Detroit Public Schools
Room 944
5057 Woodward Avenue
Detroit, Michigan 48202
313-494-2591

II. I. A District-Wide Curriculum Planning Committee:

1. At-Risk Planning Meetings: Grand Ledge (23 060)
Description of Program:

All elementary staff including special help teachers and outside agency people sit down together and go over each class list giving a history of problems, help, etc. The services needed for the upcoming year are outlined and planned at this time. The administrator in charge has a master list and timetable for each child. In January, each child's program is reviewed for progress or possible changes. Last year's teacher and the present teacher are in attendance, so continuity for each pupil is assured.

Teachers feel children have a more organized and faster availability of services. Input of the previous teacher and all special services people is invaluable for the classroom teacher. Costs of the program of $100 per day per school are provided by the local district.

Contact Person: Dianne Westfall
Director of Elementary Education
1030 Jenne Street
Grand Ledge, MI 48837
517-627-7663

II. J. A District-Wide Developmental Guidance and Counseling Program:

1. I CARE: Battle Creek (13 020)
Description of Program:

The I CARE Program began at Battle Creek Central High School through a grant from the W.K. Kellogg foundation in 1981. The program has three major components which are:

(1) counseling services for students who are experiencing difficulties in school.

(2) services for students who have dropped out of school and wish to complete requirements for a high school diploma.

(3) follow-up contact with graduates and nongraduates to obtain information which can be helpful in improving the likelihood of success for high school students in their jobs and in college.

After three years of the I CARE Program each of the major components has met with success. The program was evaluated yearly by Dr. James Bosco, Director of the Center for Educational Research at Western Michigan University. Dr. Bosco states: "There seems little doubt that I CARE has changed the lives of many students at Battle Creek Central High. Students who today would have been without a high school diploma have one because of I CARE. Students who were on the brink of rejecting the values embodied in education have come to see value in getting an education."

Contact Person: Steve Hoelscher, Principal
Southwestern Junior High
Battle Creek, MI 49017
616-965-9625

2. Early Intervention for At-Risk Students: Chelsea (81 040)
Description of Program:

Beginning with the 1987-1988 school year, the Chelsea School District hired an additional half-time social worker to work with elementary students who have been identified as "at-risk" students. The social worker also works with elementary teachers. Program evaluation is done by the building principals and the Director of Special Education. Funding for this program of $25,000 per year is provided by the local school district.

Contact Person: Joseph Piasecki, Superintendent
Chelsea School District
Chelsea, MI 48118
313-475-9131

3. Regular Education Social Worker: Flint (25 010)
Description of Program:

A program for regular education students who are identified as being "at-risk." Students are recommended for the program when they are extremely disruptive and cannot perform well in class. Teachers and the principal make recommendations. These students and their families are provided programs and therapy aimed at improving behavior. The program has been evaluated by monitoring academic and behavioral progress. Funding of $60,000 per school is provided through Federal grants.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, MI 48502
313-762-1120/1263

4. Article Three Middle School Counseling: Dowagiac (14 020)
Description of Program:

This program serves all Article Three identified math students in grades 5-8. The counselor is responsible for working with Article Three identified students as best fits the needs of each student, teacher, and building involved. For example, all Article Three math classes at Patrick Hamilton have had "Project Self-Esteem" this year. At the junior high level, students are seen individually and in small groups, because that best fits the current needs of that building. Parenting classes were offered with special invitation to parents of identified students. Classroom instruction, individual and small group therapy, and educational groups are a part of the programming. Parent contacts and education are also an

important component. Costs for the program of $30,000 are provided through Article Three funding.

Contact Person: Judy Hill
Dowagiac Union Schools
206 Main Street
Dowagiac, MI 49047
616-782-3444, Ext. 279

III. VOCATIONAL OPTIONS:

A. Comprehensive Vocational Educational Program(s) Designed to Prepare Students for Employment

1. Operation Dropout: Benton Harbor (11 010)

Description of Program:

This program designed for 35 to 40 overage and under-achieving 8th grade students allows them to take a class in the vocational program at the Tech Center for three hours per day. This program includes two hours of vocational training in either agriculture or building trades. In conjunction with the vocational educational training, students also take one hour of either math or science.

Contact Person: Dr. Ellington
Director of Secondary Education
Benton Harbor Area Schools
711 East Britain
Benton Harbor, MI 49022
616-926-1141

2. Kennedy Center: Flint (25 010)

Description of Program:

This alternative senior high school, combined with the Whitney Young Academy dropout center, provides basic and pre-vocational skills training to students who have previously dropped out of school and who cannot adapt to a regular school setting. The program serves young adults between the ages of 18 and 26 who have not completed high school. Funding of $689,115 is provided by local sources.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, MI 48502
313-762-1120/1263

3. Skills Coordinated for Occupationally Related Employment (SCORE) Special Needs Project/Vocational-Technical Education: Utica (50 210)

Description of Program:

This special needs program serves students that are handicapped or educationally disadvantaged. The SCORE project provides extra assistance and support to handicapped and low achievers in the vocational-technical education programs. This extra individual assistance enables students to experience success in their classroom activities. Paraprofessionals are assigned to some vocational-technical education classrooms working with SCORE students to

develop entry level job skills, preparing them for the world of work.

In order to be eligible for the program, high school students must be enrolled in a secondary program and are recommended based on the following criteria:

1. Students with mental and physical handicaps who are screened through the annual IEP by the Special Education Department.

2. Students who will be juniors or seniors and have grade point accumulative averages of 1.5 (4.0=A) or below for the school year prior to enrollment in the year being reported.

3. Students who scored below the 25th percentile on a standardized achievement or aptitude test.

4. Students who were enrolled in an alternative education program during the year prior to enrollment being reported.

5. Students who have dropped out of secondary school because of social or academic handicaps, but who have been motivated to return for vocational skill training.

6. Students who have been identified as limited English speaking.

Student progress is evaluated quarterly by the VTE instructor and support staff. The program is part of the public secondary education delivery system and is funded through local Vocational-Technical Education monies and the Perkins Act.

Contact Person: Pamela Schaffer
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400

4. **Special Needs Program: West Bloomfield (63 160)**
Description of Program:

This special needs program involves support teachers, aides, and a coordinator who reach from 90 to 110 students in vocational classes each year. In the past year, a workshop with extensive career planning and counseling for each student was held. Ongoing statistics on level of dropouts and increase in grade points support the belief that the program has better than average effectiveness. Costs are borne largely by the district but some funding is obtained each year through the Perkins Act (Federal funding).

Contact Person: Dr. G. E. (Ted) Cavin
Vocational Director
3250 Commerce Road
West Bloomfield, MI 48033
313-682-3555

5. **Preparatory Employment Programs for Special Needs Students: Farmington (63 200)**
Description of Program:

This program for handicapped and educationally disadvantaged high school vocational students provides additional counseling and instructional support to students who do not have the ability to succeed in the regular vocational program without additional assistance. Students receive sufficient knowledge and skill to help them make a successful transition from school to work or to further education. Students who successfully complete consumer-home making programs achieve skills that enrich the quality of family and personal life.

The program is reviewed for compliance with the Carl Perkins Act by a representative from the Department of Education. Students eligible for the program are enrolled in special education, have a 1.5 GPA or less in all subjects, LEP, below the 25th percentile on standard achievement or aptitude tests, are dropouts, and enrolled in the alternative education program. Costs for the program of about $150,000 for 250 students are provided by federal funds (50%) and local district funding (50 percent).

Contact Person: Earl D. Baumunk, Director
Vocational and Career Education
Farmington Public Schools
32500 Shiawassee
Farmington, MI 48024
313-477-1300, ext. 323

6. **Special Needs Project: Saginaw (73 010)**
Description of Program:

This program serves high school students enrolled in vocational programs at the Averill Career Opportunities Center who are "handicapped" special education students identified by a 1.5 or lower GPA, low standardized achievement or aptitude test scores, limited English proficient (LEP) or a student who has dropped out of high school. The Special Needs Project offers an entire support system for those individuals who need extra assistance or services to successfully complete a vocational education program. This assistance or service increases the likelihood that the qualifying students will find success in obtaining and maintaining employment. Support services that are provided to identified special needs students include: a teacher-aide trained in the relevant occupational area to work directly with students daily; an assessment of the student's interests, abilities and special needs to help them successfully complete the vocational program; guidance, counseling and career development activities designed to meet the special needs of students; adaptation of curriculum, instruction, equipment and facilities; counseling services designed to facilitate student placement from school to further training, employment and career opportunities.

Evaluation of the program is done by the Michigan Department of Education Audit (on-site visit) Annual Special Needs Year-End Report. Funding for the program of $423,231 is provided by the general fund and federal funding (P.L. 98-524).

Contact Person: Tina M. Gutierrez
Averill Career Opportunities Center
2102 Weiss Street
Saginaw, MI 48602
517-776-0321

7. **Comprehensive Vocational Education Programs: Manchester (81 120)**
Description of Programs:

These programs provide employment preparation in 17 program areas to eleventh and twelfth grade students interested in pursuing a career in any of the 17 program areas. The program also provides support in basic skills, cooperative education options, job placement services, and articulation to Washtenaw Community College.

The program is evaluated by advisory committee review, placement follow-up reports, and on-site visitation teams. Funding for the program which pays for teachers, an administrator, guidance and placement salaries and fringes as well as supplies and equipment is provided by local funds, state added cost, and Carl Perkins Federal Vocational Education funds.

Contact Person: David Mieras
South and West Washtenaw Consortium
11700 Pleasant Lake Road
Manchester, MI 48158
313-428-8326

III. B. **Job Training Partnership Act Programs:**

1. **In-School Youth Competency Training Program: Manchester (81 120)**
Description of Program:

This program serves disadvantaged special needs in-school youth between the ages of 16 and 21. The program provides training in pre-employment skills and work maturity skills and offers try-out employment and limited work experiences as appropriate. Up to forty participants are served in a given school year. All participants must have documented deficiencies in the previously mentioned areas in accordance with the youth competency system, as approved by the Private Industry Council to be enrolled. Pre- and post-tests are administered to establish growth and ongoing counseling is provided to participants throughout the program.

The program is operated on a performance-based contract and is evaluated by the Private

Industry Council of Washtenaw Livingston County. Funding for the salaries and fringe benefits for the program coordinator and supervisor are provided through JTPA-IIA.

Contact Person: David Mieras
South & West Washtenaw Consortium
11700 Pleasant Lake Road
Manchester, MI 48158
313-428-8326

III. C. Job Placement Program(s): *(pending)*

III. D. Work Experience Program:

1. Cooperative Occupational Education: Manchester (81 120)
   Description of Program:

This program serves 11-12 grade students who are also enrolled in a vocational education program. Capstone experiences are available to students who are placed on the job to further develop skills which supplement their classroom training. Students earn credit, complete their related classroom instruction, and gain employment experience.

Evaluation consists of job placement and follow-up and on-site visitations. Funding for the coordinator's salary, fringes, and mileage is provided by local and state funds.

Contact Person: David Mieras
South & West Washtenaw Consortium
11700 Pleasant Lake Road
Manchester, MI 48158
313-428-8326

III. E. Community-based Career Education Program: *(pending)*

IV. COMMUNITY OUTREACH/INVOLVEMENT:

A. Systematic Procedures for Communication between School Staff and Parents:

1. P.E.P. (Prescriptive Educational Partnership Program): Flint (25 010)

Description of Program:

The P.E.P. homework program is an individualized homework program where the parent and child work together at home to develop good study habits while reinforcing the skills the child is learning in school. The program provides four fifteen-minute assignments per week that consist of selected games and skill sheets correlated to the classroom instructional program and designed to promote good feelings about school work. Each assignment has carefully designed instructions for the parents on how to work with their child while reinforcing good study habits.

Evaluation is done by test score comparisons, teacher and parent surveys, and informal assessments. All first through third grade students are eligible to participate provided the parent, teacher and student sign the program contract and carry out their commitments. The approximate cost of the program is $2,000 per classroom of 30 students. Start-up costs are about $50 per student. On-going operational and replacement costs include staff salaries. The program which used Chapter I and Chapter II monies initially is now operated using local funds.

Contact Person: Barbara R. VanDette
Dye Elementary School
1174 Graham Road
Flint, MI 48532
313-732-5320

2. Professional Staffing Meetings: Jenison (70 175)

Description of Program:

This program serves high school students who are at risk behaviorally (chronic truancy or absenteeism, substance abusers, status offenders, or adjudicated delinquents, teens suffering from family trauma), or academically (behind grade level in credits earned toward graduation, below grade level in reading or writing. Professional staff meetings are held from 7:30 a.m. until 8:00 a.m. prior to the beginning of the school day. Invited to these meetings are: counselor, all of the student's teachers, parents, the student, outside agencies working with the student, and an administrator, if necessary. The purpose of the meeting is to review the student's academic and behavioral performance to date and to develop a plan of assistance in which everyone present has a part. Typically, the counselor continues to meet with parents and the student after 8:00 a.m. to provide additional support and elaborate on staff's recommendations. In several cases, follow-up staff meetings are scheduled to review student progress. Participation of staff is voluntary, especially since contractually they do not need to report to work until 7:45 a.m. -- we almost always have 100 percent attendance from staff and parents. Requests for staff meetings can come from any source -- the counselor then verifies the need for the meeting and invites appropriate personnel and the parents. There is no cost for this program.

Contact Person: Dana Gravelyn, Assistant Principal
Jenison High School
2140 Bauer Road
Jenison, Michigan 49428
616-457-3400

B. Community Education Awareness Programs to Generate Support for the Importance of School Attendance and Achievement: *(pending)*

C. Education Programs for Parents of Children At Risk:

1. Parenting: Flint (25 010)
Description of Program:

This program serving elementary and middle schools provides parent training for all parents. The program helps parents to develop skills for dealing with pre-teenage children. Evaluation is based on the number of participants and their reaction to the program. Funding for the program of $10,000 is provided by the Federal government.

Contact Person: Lawrence Cywin, Consultant
Planning and Evaluation
Flint Board of Education
923 East Kearsley Street
Flint, MI 48502
313-762-1120/1263

2. Parental Counseling: West Branch (65 045)
Description of Program:

This program serves parents of selected at-risk children. Meetings are set up with parents of at-risk children. The social worker works with up to 25 parents on parenting skills; i.e., constructive discipline tactics, building children's self-esteem, the need for consistency, the science of control. Parents receive help with individual problems or they are referred to outside therapists. Evaluation consists of self-evaluations by parents using a checklist passed out at meetings each month. At the end of the year, parents write a letter of recommendation or constructive criticism. Funding for this program is provided by the local school district.

Contact Person: Vicki Pula-Jurek, SSW
Surline Middle School
147 State Street
West Branch, MI 48661
517-345-0195

3. **Parent Support Group: Jenison (70 175)**
   Description of Program:

Led by a high school guidance counselor, this parent support group meets once a week for nine weeks. The group consists of parents with strong parenting skills and those with weaker skills or those who have teens with at-risk behaviors. The purpose of the group is to discuss parenting skills and to provide a network for assistance and support. At the end of the program, parents from the group recruit members for a new group and they also serve as resources for the new group.

Although there has been no formal evaluation of this program parent attitude and attendance have been very positive. Funding for the program which requires the services of a group leader trained in group counseling techniques, is provided by the school district.

Contact Person: Diane Boehlke, Counselor
Jenison High School
2140 Bauer Road
Jenison, Michigan 49428
616-457-3400

D. **A School/Community/Business Children At Risk Advisory Committee to Plan and Recommend Programs for Children At Risk:** *(pending)*

E. **Joint School/Business or School/Community Partnership Program(s) Serving Children At Risk:**

1. **Boyne City Business Education Partnership Committee: Boyne City (51 020)**
   Description of Program:

This program serving high school youth was started in fall of 1987 by the Chamber of Commerce to enhance the relationships of the school and business community. The committee has had two in-service days in which teachers were given opportunities to visit local technical and retail establishments. Next year the committee intends to have student visitations and a career day program. Costs for this program have been limited to some mailings.

Contact Person: Shelly Martin, Principal
Boyne City High School
1025 Boyne Avenue
Boyne City, MI 49712
616-582-6587

V. STAFF DEVELOPMENT/PROGRAM DEVELOPMENT:

A. Local Staff Development Programs to Enable School Staff to Work More Effectively with Children at Risk:

1. STARS (Students at Risk): Alpena (14 010)

Description of Program:

Through a grant from the Michigan Department of Education, the STARS Task Force was formed to research and study at-risk youth. Options have been outlined and presented to the Board of Education. The Task Force surveyed graduates and non-graduates from five years ago, surveyed grades 7-12 students currently attending school, and researched CA 60's. Data were given to the Task Force people who analyzed it and developed options for a program.

As a result of the Task Force study and recommendations to the Board of Education, the Board will seek to establish an alternative school and to provide further staff development. Students will be screened by a committee and an IEP procedure will be used for course placement.

Cost for the STARS Task Force of $5000 for research, released time, materials, etc. was provided by an MDE grant. The alternative program will be funded by a variety of grants.

Contact Person: Peggy Kusler
Gordon Administration Bldg.
2373 Gordon Road
Alpena, MI 49707
517-356-6161, ext. 229

2. Teacher Assistance Team: Hastings (08 030)

Description of Program:

This program consists of a team of teachers who generate positive strategies for teachers to try with students who are having problems in school. The teacher team has gone through a training process so that they will learn correct procedures. Evaluation is done by a case coordinator who works with the teacher. additionally, teachers are asked to complete a "teacher questionnaire." Costs for teacher training and publication of materials is provided by the local school district.

Contact Person: Brenda Henne
202 South Broadway
Barry ISD
Hastings, MI 49058
616-945-9545

3. **Inservice: At-Risk Adolescents: Jenison (70 175)**
Description of Program:

In an effort to educate staff and parents about at-risk teens, we have scheduled a half-day inservice in October, 1988. A substance abuse counselor and director of public relations at River Valley Recovery Center will lead an hour workshop for all staff -- this is a follow-up to a previous substance abuse seminar led for the staff last winter. Mini-sessions on several topics will follow the counselor's talk. The topics to be covered are: children of alcoholics, teen dietary disorders, teen pregnancy, A.D.D., and pre-delinquent teens. Parents, along with staff, will choose one session to attend. Since all speakers have volunteered their time, there is no cost for this program.

Contact Person: Dana Gravelyn
Assistant Principal
Jenison High School
616-457-3400

4. **Basic I.T.I.P. and Advanced I.T.I.P., Instructional Staff Development Center: Saginaw (73 010)**
Description of Program:

The Basic I.T.I.P. program is a 24-hour program based on Dr. Madeline Hunter's Instructional Theory into Practice training. Participants learn a common vocabulary for instruction, how to implement key instructional skills to increase student learning, and prepare a lesson to teach colleagues in the training. The Advanced I.T.I.P. program is a six-hour program in which participants revisit the stages of lesson design: readiness, information, and practice. Transfer theory is expanded in this training. Funding for these programs is provided by Instructional and Staff Development Center budget and grants.

Contact Person: Lochie Overbey, Supervisor
Instructional and Staff Development Center
1505 Ottawa Boulevard
Saginaw, MI 48602
517-776-0486

5. **Classroom Management: Instructional Staff Development Center: Saginaw (73 010)**
Description of Program:

This program, Management Theory Into Practice, is an 18-hour training program based on Dr. Madeline Hunter's theory. Participants explore practices that promote a productive learning environment.

Contact Person: Lochie Overbey, Supervisor
Instructional and Staff Development Center
1505 Ottawa Boulevard
Saginaw, MI 48602
517-776-0486

6. **Assertive Discipline: Instructional Staff Development Center: Saginaw (73 010)**
Description of Program:

This program is based on the research-based Lee Cantor's Phase II Assertive Discipline Program. The 9-hour training enables teachers and building administrators to build an effective environment where learning can take place.

Contact Person: Lochie Overbey, Supervisor
Instructional and Staff Development Center
1505 Ottawa Boulevard
Saginaw, MI 48602
517-776-0486

7. **Reluctant Learner: Instructional Staff Development Center: Saginaw (73 010)**
Description of Program:

The Reluctant Learner training is an 8-hour training program in which participants explore creating common experiences as references for future student learnings.

Contact Person: Lochie Overbey, Supervisor
Instructional and Staff Development Center
1505 Ottawa Boulevard
Saginaw, MI 48602
517-776-0486

8. **4-MAT: Instructional Staff Development Center: Saginaw (73 010)**
Description of Program:

Dr. Bernice McCarthy's 4-MAT training is a 12-hour program in which participants study the impact of hemisphericity and four learning styles on student learning. Participants incorporate 4-MAT with I.T.I.P. lesson design.

Contact Person: Lochie Overbey, Supervisor
Instructional and Staff Development Center
1505 Ottawa Boulevard
Saginaw, MI 48602
517-776-0486

9. **T.E.S.A.: Instructional Staff Development Center: Saginaw (73 010)**
Description of Program:

Teacher Expectations and Student Achievement training is an intensive 18-hour training designed by Dr. Sam Kerman. Participants are encouraged to adopt equitable behaviors toward all students in the classroom, regardless of ability. Peer observation follow-up in the classroom is included in this training.

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Contact Person: Lochie Overbey, Supervisor
Instructional and Staff Development Center
1505 Ottawa Boulevard
Saginaw, MI 48602
517-776-0486

B. A Designated Children At Risk District Leader Responsible for Coordinating Children At Risk Programs:

1. K-12 At-Risk Program: Charlotte (23 030)
Description of Program:

A half-time district level coordinator works with 9 building coordinators (4 elementary, 3 junior high, 2 high school) to develop and implement programs for at-risk youth. This program is being proposed for the 1988-1989 school year. Students participating in the program will meet one or more of the following criteria: poor self-concept, poor attendance, exhibited behavior problems, lack of parental support, low basic skill levels or poor grades. Cost for the program of $31,000 will be provided by the local school district.

Contact Person: Jim Schwartz
301 Horatio
Charlotte, MI 48813
517-543-6966

C. Technical assistance from the Michigan Department of Education in Training School Personnel, Developing Model Programs, and Providing Materials and Curriculum: *(pending)*

D. State and Federal Grants to your School District to Develop Dropout Prevention Programs: *(pending)*

VI. MISCELLANEOUS PROGRAMS:

A. Student Assistance Programs:

1. **Student Assistance Program: Farwell (18 020)**
   Description of Program:

This Student Assistance Program serves high risk youth who are involved with or affected by alcohol, drugs, physical abuse, neglect, sexual abuse, eating disorders, emotional problems, suicide, teenage pregnancy, poverty, etc. The program provides help for students by identifying individual needs and matching them with community resources. Self-evaluations are done throughout the year by comparing our program with others in the Mid-State Consortium and also by reports filled out at the end of the school year. Funding of $10,000 for the first year was provided by the Governor's Prevention Initiative, Office of Substance Abuse Service, 3423 N. Logan, P.O. Box 30035, Lansing, MI 48909.

Contact Person: Cindy Skorzewski
S.A.P. Coordinator
Farwell Area High School
P.O. Box 9
Farwell, MI 48622
517-588-9913

2. **Student Assistance Programs similar to that in Farwell are also available in the following locations:**

   a. **Gladwin:** John Winters
   517-426-4166

   b. **Sanford:** Charles P. Russian, Principal
   Meridian High School
   3303 N. M-30
   Sanford, MI 48657
   517-687-7355

3. **Student Assistance Program: Traverse City (28 010)**
   Description of Program:

This program, also for students at risk because of self-destructive behaviors or emotional problems, provides identification, intervention and referral as deemed necessary by the Student Assistance Counselor. Staff members refer affected students to the Student Assistance Counselor or the Screening Committee Counselor (a certified social worker). The Student Assistance Counselor works with students individually and in groups. Parent and student support groups are available and functioning. It has been a very valuable and outstanding program. We have a community group (parents) and Hazeldon as supplemental support, but all function separately.

Evaluation of the program comes from parent and student feedback and recorded numbers of contacts. Funding for the program of $50,000 is provided by the local district.

Contact Person: Mr. Bill Meyers
616-922-6681

Dr. Richard Ayling
616-922-6459

Traverse City, MI

4. **Kids Caring About Kids: Utica (50 210)**
Description of Program:

This program serves all K-12 students. It involves a staff-directed intervention program with small groups of children designed to help students deal with particular topics, such as divorce, grief, self-awareness, substance abuse, sexuality, and understanding handicapping conditions. Students are referred for inclusion in these groups by counselors, teachers, and administrators.

Staff and students complete evaluation forms at the conclusion of individual and group sessions. Feedback is also obtained from teachers and parents of student participants. Costs of $1,500 are provided through Federal Project: Special Education 94-142 funds.

Contact Person: Richard Mette
Director of Student Services
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400, ext. 402

5. **Student Assistance Program: Livonia (82 095)**
Description of Program:

This program for high school at-risk students provides individual and group counseling for youth returning to school after treatment for substance abuse. Crisis counseling is also provided. Funding for the program of $45,000 is provided through a state grant to a consortium of Northville, Wayne-Westland, and Livonia through CCODA.

Contact Person: John Farrar
CCODA
13325 Farmington Road
Livonia, MI 48150
313-261-3760

B. Quest: Skills for Living, Skills for Adolescence

1. Skills for Adolescence; Skills for Living: Charlotte (23 030)
Description of Program:

The Skills for Adolescence program serving 6th graders in Charlotte is an 18-week course designed to build self-confidence, communication skills, thinking and decision-making skills, goal setting skills, and the ability to say "no" to harmful substances. There is an 8-hour Parent Seminar that coordinates with the class. The course is required for all 6th grades. Funding of approximately $1200 for materials for 250 students is provided by the school district and the local Lions Club.

The Skills for Living program focuses on students' acquiring four major competencies: self-discipline, responsibility, good judgment, and the ability to get along with others. The class is offered on a semester basis. It is an elective class available to all high school students. Cost for the program including teacher time and materials is provided by the local school district.

Contact Person: Jim Schwartz
301 Horatio
Charlotte, MI 48813
517-543-6966

2. Affective Skills for Adolescents: Utica (50 210)
Description of Program:

This program serves high school students in grades 9-12. Affective Skill Development for Adolescents is a structured curriculum which helps students develop strong, realistic, positive self-images. These is also a Parent Program which is composed of eight workshops which help parents develop skills that will enable them to interact more effectively with their teenager and assist their child in building effective skills. The goal of the course is to help students see themselves as responsible for and in control of their behavior. Interpersonal skills necessary to relate positively and effectively with peers, teachers, supervisors, and parents are developed. Students develop skills required to make achieving their highest potential an attainable goal.

Priority is given to those students certified as Emotionally Impaired. Other students whose school performance is adversely affected by lack of responsibility, poor motivation, and weak self-esteem are also included.

Costs included curriculum materials and teacher and school social worker salaries. Funding is provided through Special Education 94-142 , Section 52, and Act 18 ISD funds.

Contact Person: Richard Mette
Director of Special Services
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400, ext. 402

3. **Quest: Marquette (52 170)**
   Description of Program:

This program serving all 6th grade students focuses on self-awareness and promotion of positive self-concept. To help every student to respect others, have compassion for others, make decisions, be responsible, honest, committed to their family, and involved in their communities. The program encourages students to develop a meaningful drug-free life-style. It uses active participation lessons. The program was originally funded by the Lions Club.

Contact Person: Jan Peterson, Counselor
Sara Moyle, Home Ec. Teacher
Graveraet Middle School
611 North Front
Marquette, MI 49855
906-225-4307

4. **Alternative Education: Quest: West Bloomfield (63 160)**
   Description of Program:

This alternative program serves at-risk students on a one-to-one basis. The students receive training through a 1st hour Quest class and are then 'mainstreamed' throughout the school. The coordinator then pulls the students into a counseling and tutoring center for additional skill development. Class visits and teacher contact are also included. Students who wish to work are placed into job sites for high school credit. A parent support group that meets bi-weekly has also been instituted.

Contact Person: Louis R. Brown
West Bloomfield High School
4925 Orchard Lake Road
West Bloomfield, MI 48033
313-851-6100, ext. 354

5. **Skills for Adolescence: Westland (82 095)**
   Description of Program:

This program for 7-8 graders is integrated into the curriculum at all four middle schools and uses Quest materials. Funding for the program of $90,000 is provided by the local school district.

Contact Person: Joan Fredericks
Ford Skill Center
8075 Ritz
Westland, MI 48185
313-523-9367

C. In-School Suspension

1. **In-School Suspension: Charlotte (23 030)**
   Description of Program:

This program is designed for students in grades 6-8. Sixty percent of in-school suspension is spent on class assignments and forty percent of the time is spent working on the affective areas: self-esteem, motivation, responsibility, relations, respect, and health. The basic theme of this affective time is "You are the coach, you are the team, you are the coach of your own team." Students are placed in in-school suspension when they have accumulated three detentions or a more serious infraction of school rules. Funding which pays for an average of two days per week of teacher time is provided by the school district.

Contact Person: Jim Schwartz
301 Horatio
Charlotte, MI 48813
517-543-6966

2. **Muskegon High School Suspension Room: Muskegon (61 010)**
   Description of Program:

This program serves students suspended from school for periods of two to ten days by an administrator. The high school suspension room is a half-day program where students report. A classroom teacher is assigned to the room. He coordinates the assignments from the student's classes. The schedule is given to the student in the suspension room and is to be completed under the supervision of the teacher who is assigned to the room. Suspensions have been reduced under this program and there are fewer repeat suspensions. Funding for the program which pays for 3/5 of FTE for a teacher is provided by the local school district.

Contact Person: Theron Wierenga, Principal
Muskegon High School
80 West Southern Avenue
Muskegon, MI 49441
616-726-4811

3. **Dayton-Hudson/Pontiac In-School Suspension: Pontiac (63 030)**
   Description of Program:

This program serves elementary students in four schools including 80 4th and 5th graders. In addition to the in-house suspension program, follow-up services are provided for students with attendance problems. Home visits are also made. Cost for the program of $50,000 is provided by Dayton/Hudson Company.

Contact Person: Dan Nover
Pontiac, MI
313-857-8300

4. **Time Out/In-House Suspension: Spring Lake (70 300)**
   Description of Program:

This program for truants, alienated youth, and juvenile court clients provides a teacher and counselors who help students with school work and behavior/attitude adjustments. Cost for the program of $5,000-$10,000 is provided by Section 48.

Contact Person: James Goebel, Principal
Spring Lake Junior and Senior Highs
345 Hammond Street
Spring Lake, MI 49456
616-846-5500

5. **In-School Center for Education (ICE): Inkster (82 080)**
   Description of Program:

This program for grade 9-12 students who would normally be suspended for disciplinary reasons provides a self-contained classroom with a certified teacher. Regular classroom assignments are completed during the student's stay in the program. Daily schedules begin one half hour later than the regular students' and end one half hour later. Lunch is scheduled later as well in isolation from the general population. Evaluation is done by comparing out-of-school suspensions to the present system. Cost for the program of $45,000 is provided by the local school district.

Contact Person: Dr. Edmond Beverly
Superintendent
29115 Carlysle Avenue
Inkster, MI 48141
313-722-5310

D. **Counseling Programs**

1. **Project Intervene: Utica (50 210)**
   Description of Program:

This program serves high school students in grades 9-12 and provides a group service for students experiencing school adjustment problems. Parent participation is also included. Students served may have a history of poor school performance and are often at risk of dropping out of school. Substance abuse problems are also included in the list of referral concerns. Students are referred by teachers and/or counselors.

The program is evaluated through feedback obtained from teachers and parents of group participants. Students are also surveyed at the conclusion of the group sessions. Costs of $500.00 are funded through Federal Special Education 94-142 monies.

Contact Person: Richard Mette
Director of Special Services
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400, ext. 402

2. **School Social Worker: Marquette (52 170)**
Description of Program:

The school social worker employed specifically to work with at-risk students provides another source of advice and acts as the school representative when contacting parents in their home. The social worker works with any student identified as high risk and given parental permission for involvement. Funding for the program of approximately $50,000 per year is provided by the local school district.

Contact Person: Thomas Gill, Superintendent
Marquette Area Public Schools
1201 West Fair Avenue
Marquette, MI 49855
906-225-4200

3. **Counseling for At-Risk Students: Big Rapids (54 010)**
Description of Program:

In this program for freshmen entering the high school, volunteer teachers, counselors, and administrators are assigned two or three at-risk students to counsel with on a regular basis through their freshman year in order to give them a listening ear and a school person to support or assist them with any problems they may have. Teachers meet regularly once each nine weeks to discuss problems or successes. Students are recommended for the program by middle school counselors and teachers. There is no cost for this program.

Contact Person: Howard Strom, Counselor
Big Rapids High School
500 North Warren
Big Rapids, MI 49307
616-796-7651

4. **Individualized Counseling Programs: West Branch (65 045)**
Description of Program:

This program provides individualized counseling for potential dropouts such as those with home problems, attendance problems and academic problems. Any student at the high school level is eligible. Funding for the program is provided by the local school district.

Contact Person: Jane Short
Ogemaw Heights H.S. Guidance
960 South M-33
West Branch, MI 48661
517-345-2855

5. **Group Therapy K-8 for At-Risk Students: West Branch (65 045)**
Description of Program:

This program serves at-risk students in grades K-8 who are having behavioral problems in the classroom and outside the school environment. Targeted students are placed in a group with four other students. These groups meet with the school social worker weekly. At that time, behavioral contracts are made up and gone over with the students. Prizes are earned each session if students' goals have been met for the week. The end goal is an awards banquet recognizing their many improvements over the year.

In evaluating the program, teachers do a behavioral checklist three times a year to evaluate the progress their student is making. Eligible students consist of any at-risk students who want to work at being the best they possibly can be. Funding is provided by the local school district.

Contact Person: Vicki Pula-Jurek, SSW
Surline Middle School
147 State Street
West Branch, MI 48661
517-345-0195

6. **Individualized Counseling Program: Rose City (65 045)**
Description of Program:

This program serves students enrolled in grades K-8. Attendance is monitored through school records, and at-risk students' families receive help through 1) individualized counseling, 2) awareness notification, 3) attendance worker visitation, and 4) probate court intervention. Individualized counseling involves work with emotional problems, behavioral problems, academic concerns, vocational issues, and self-awareness. The program also includes networking with human service agencies. Funding for the program is provided by the local school district.

Contact Person: Robert W. Logan, Counselor
Rose City Elementary and Middle School
215 West Page Street
Rose City, MI 48654
517-685-2484

7. Group Counseling Program: Jenison (70 175)
Description of Program:

This program serves at-risk students in grades 9-12. Following a training of ten staff members (three counselors, two administrators, and five teachers), a group counseling program has been initiated. Two trained adults team to lead sessions with eight to ten students with at-risk behaviors (MDE guidelines). The group meets once a week for an hour during the school day on a rotation schedule. Discussion focuses on difficulties these teens face and problem-solving techniques. Positive traits of each individual are stressed and progress is praised. These groups meet for nine weeks, then counselors pursue regular follow-up with each student. One of the group leaders continues to serve as an advocate.

Jenison piloted this program last year and were pleased with the willingness of the students to take part (all ten attended every session). Next fall the two counselors who led this first session will pair with other trained staff persons to implement two groups. One group will be for those students generally identified as at-risk; the other group will focus on social adjustment problems of gifted/talented students. We will expand this service to students with eating disorders, children of alcoholics, delinquent teens, and teen parents.

Training for the program costs $25.00 per participant. Substitute teachers at $11.00 per hour for teaching staff involved in group counseling costs about $150.00 per semester. Administrators have committed to substitute whenever possible. Refreshments for each session (pop and snacks) cost $5.00 per session. The school district is providing funding at this time, but plans have been made to write a proposal for a grant to offset the cost of substitutes.

Contact Person: Dana Gravelyn, Assistant Principal
Jenison High School
Jenison, MI
616-457-3400

E. Student Advisory Programs

1. Student Advisory Council: Novi (63 100)
Description of Program:

In 1983, the Novi High School administration decided to broaden student participation in school affairs by creating a Student Advisory Council open to any student who wishes to participate. Because of high interest which brought 240-300 student into the organization during the first three years, the membership is now limited to 120 students evenly distributed throughout grades 9-12.

Student Advisory Council meets monthly during the last forty-five minutes of a designated period which is rotated to reduce repeated student absences from any one particular class. Meeting agendas are prepared initially by the principal with additional items added by students for immediate consideration. The working agenda is usually limited to three items, and special program format is decided for Council pursuit. Open forum is guided by the principal with great care exerted to include all arguments, pro and con. Respect for all participants is maintained, with emphasis placed upon hearing many ideas and brainstorming, even if bizarre.

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Membership and participation are guaranteed to the officers elected from each grade to continue communication for them when conducting their Student Council business.

Benefits of the Student Advisory Council are that students have come to believe in their school as something special to them. Community relations are also enhanced by the students' feeling toward their school life. In a recent statistical report, the school had the largest percentage of students in the tri-county area reporting that Novi High School was meeting their needs, and were most satisfied with their successes. Awareness of problems regarding alcohol and drugs in other areas has caused Novi students to try to forestall situations at Novi High School by creating special committees that established a S.A.D.D. Chapter, Students Against Smoking, and recently a group known as "Students and Parents Against Alcohol and Drugs," which is akin to the movement of "Just Say 'No.'" Students have come to believe that they can work with parents and other adults because of their experiences in the Student Advisory Council.

Some student comment examples that show the positive thrust of the Student Advisory Council are as follows: "Now we have SAC. It not only stands for Student Advisory Council, but also it stands for Students Always Care." "The attendance has doubled and so has the motivation. I personally love it, . . . thank you from me and the other SAC members for taking the time out for us. . ." "You have taken the time to hear our views and opinions in social and scholastic issues, and we know that you take them very seriously into consideration. Our gratitude and appreciation is overwhelming, for never before was our opinion so relevant."

Our exchanges, discussions and resolutions are not always simple and easily productive. We continue to weigh the importance of issues and to study alternatives to determine the best choice of action that will improve some aspect of school life. Things do not just happen at Novi High School; we make them happen by exerting our efforts to create a school that we proudly believe is exemplary in many ways.

Contact Person: Dr. Robert S. Youngberg, Principal
Novi High School
24062 Taft Road
Novi, MI 48050
313-344-8300

F. Support Groups:

1. Support Groups: Charlotte (23 030)
Description of Program:

This program for grades 6-12 provides support groups facilitated by counselors for new students, those dealing with the loss of a loved one, chemical dependency, and support for students returning from a drug treatment program. Groups meet from 3-10 weeks or longer if necessary. Costs of the program include the counselor time involved and training for group facilitation. Funding is provided by the local school district.

Contact Person: Jim Schwartz
301 Horatio
Charlotte, MI 48813
517-543-6966

2. **Various At-Risk Support Groups: Potterville (23 090)**
   Description of Program:

Small groups are run at the junior high school and high school levels as needed for students with at-risk environments and/or circumstances. Funding for the program is provided by the local school district.

Contact Person: Roberta Pankratz
Guidance Counselor
Potterville High School
420 North High Street
Potterville, MI 48876
517-645-7609

G. **Pre-School Programs:**

1. **Begindergarten: Utica (50 210)**
   Description of Program:

This program serves children who are of kindergarten age but who need more time to grow and develop in such key areas as large and small muscle control; social, emotional, and listening skills; language and communication; attention span; and pre-academic areas. Begindergarten is a positive and highly successful developmental program with academic overtones which are designed to meet the needs of this group of children. Children are placed in the program through parent requests, teacher recommendations, and developmental test result recommendations.

The program is evaluated through teacher evaluations and parent surveys. Funding is provided through General Fund monies.

Contact Person: Nancy Stoneking
Coordinator of Elementary Programs
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400

2. **Montessori Early Childhood Programs and 1-6 grades: Utica (50 210)**
   Description of Program:

This program serves residents of the Utica Community Schools. Montessori programs are structured to help each child develop his or her physical and intellectual powers to the fullest. Montessori philosophy is that children are self-motivated to learn. The teacher prepares the environment, directs the activity, functions as the authority, and offers the child stimulation. But, it is the child who is motivated to learn. Children may enter the program at their parents' request and if they meet the age requirements.

The program is evaluated through the same process as Utica elementary schools. The program is funded through tuition for 3 and 4 year olds, which costs $140.00 monthly. Programs for K-6 are absorbed by General funds.

Contact Person: Connie Debbaudt
Utica Community Schools
51041 Shelby Road
Utica, Michigan 48087
313-739-0400

3. **Chapter I Preschool Program: Muskegon (61 010)**
Description of Program:

This program serves 100 four year olds with language development deficiencies that may hamper their success in kindergarten as well as limited learning opportunities which make them potentially vulnerable to school failure. The Chapter I Preschool is a preventative program which is designed to enrich language development of four-year-old children. The children meet for two and one-half-hour sessions five days per week. Curriculum areas include language, motor, sensory, cognitive, and social. Parents attend one session per week with their child. Parents work with their children on teacher planned activities and demonstration teaching is done with the expectation that parents will repeat and enhance these activities at home. Weekly handouts and take home books are given to the parents with instruction for further implementation at home.

For evaluation, the children are given pre and post tests with both the Peabody Picture Vocabulary Test and the Developmental Indicators for the Assessment of Learning. Sustained effects studies have been done on the children as they progress through the 2nd grade. In order to participate in the program, children must score below the 40th percentile on the Peabody Picture Vocabulary Test. Siblings who have had little success in school help to determine entry, and the socio-economic background of the family is considered.

Funding for the program of $165,000 is provided by Chapter I.

Contact Person: Lawrence R. DeVoogd
Director, Instructional Services
Muskegon Public Schools
349 West Webster Avenue
Muskegon, MI 49440
616-722-1602

4. **Holland Headstart Program: Holland (70 020)**
Description of Program:

This program serves children of low-income families who are 4 years old. The program includes a full year, part-day program for children who need special academic, social, and health assistance. Evaluation has been done by the U.S. Department of Health and Human Services and the Michigan Department of Social Services. Funding is provided by these agencies.

Contact Person: Don Rohlek
Harrington School
1623 W. 23rd Street
Holland, MI 49423
616-335-2858

5. **Prekindergarten Program: Saginaw (73 010)**
Description of Program:

This program serves four-year-olds whose backgrounds may not have equipped them with the skills needed for future success in school. Most of the students come from the inner city. Selection is based on the preschooler receiving a raw score of 19 or below on the standardized 27-item Prekindergarten Readiness Screening Device.

Saginaw's Prekindergarten Program has been in operation for the past eighteen years. The program has goals and objectives that children, teachers, and parents work toward throughout the year. After a year of prekindergarten, these children should at least be on an equal par with other children as they enter kindergarten. The prekindergarten staff includes a director, 14 certified teachers, 14 aides, and a clerical aide.

Funding for the program of approximately $506,750 is provided by Chapter I - Education Consolidation and Improvement Act (ECIA).

Contact Person: Janet Joswiak, Supervisor
Early Elementary Education
550 Millard Street
Saginaw, MI 48607
517-776-0291

6. **Pre-School Screening: Saginaw (73 030)**
Description of Program:

This screening program is open to all four year old children in the district. Children are selected by age and test scores with the oldest children having the lowest scores taken first. Children participating in the screening program attend a two-week session which meets daily for two and one-half hours. Various screening devices are used to assess gross and fine motor development, speech and language, readiness for reading and math, and social development. Those children showing deficits are placed in a year-long program for the following school year (see program described above.) Evaluation is done using pre and post test data. Funding which provides for one special education professional and one paraprofessional as well as one Chapter I professional and one paraprofessional for one-half day is provided by special education funding, Chapter I, and the general fund.

Contact Person: Anna Askew
Carrollton Elementary
3211 Carla Drive
Saginaw, MI 48604
517-754-2425

7. **Pre-School Program: Southgate (82 405)**
   Description of Program:

This program serves four year olds eligible for kindergarten the following school year. Children who reside in Chapter I target areas are eligible. More school time is given to those children who have September through November birthdates; those who need speech or have physical or medical problems; those children who are products of divorce; and those who are low income.

Southgate preschool is a center-based program. Emphasis of the program is to promote a good self-image because a child who feels good about himself will learn. Social skills, such as learning to take turns and to share, the ability to listen, learning to make friends and be a friend, sitting still long enough to learn, etc., are emphasized. Good language skills are practiced; large and small muscle activities are promoted. Intellectual skills include pre-math/pre-science, learning colors, shapes, and many concepts. Preschoool celebrates holidays so children learn about the world around us. We celebrate every birthday as well and it is the child's special day. Children at this age learn through play. They learn to be creative, to try out new ideas and roles, so much time is unstructured in an attractive room with many learning centers for children to choose their own activities.

The program is evaluated using pre and post tests with the preschool inventory by Bette Caldwell. Funding for the program is provided by Chapter I. The school district provides most janitorial services, and parents pay $20 per month for a three-day program or $15 per month for a two-day program. Children from low income families do not pay.

Contact Person: Catherine McGlynn, Coordinator
Southgate Comm. Schools
13100 Burns
Southgate, Michigan 48195
313-246-4650

8. **Preschool Program: Saline (81 120)**
   Description of Program:

This preschool program for four-year-olds meets for ten hours per week. Fifteen students work with a developmental preschool curriculum. Children are chosen for participation if they are one year older than kindergarten age and are developmentally or environmentally at risk for failure in school. Funding for the program is provided by Chapter I.

Contact Person: Kim VanHoek, Principal
Union School
200 North Ann Arbor
Saline, MI 48176
313-429-7520

H. **Developmental Kindergarten Programs:**

1. **Extended Day Kindergarten: Muskegon (61 010)**
   Description of Program:

This program serves 100 children with a language development deficiency who have experienced learning difficulty in the kindergarten program. The Extended Day Kindergarten program is a transitional program for children who have completed one year of kindergarten and who are not ready to grasp the skills needed for the first grade curriculum. The children attend five full day sessions per week. The purpose of the program is to allow more time for the developmental needs of the child while at the same time developing the basic skills needed for cognitive learning. Curriculum areas include reading readiness and beginning reading and writing, using a whole language approach, math, science, health and motor development paced toward individual developmental needs. Monthly parent meetings are held in order to help parents reinforce classroom instruction at home.

Evaluation is done with pre- and post-tests given in reading and math as well as testing of "developmental indicators for the assessment of learning." Sustained effects studies have been done following these children through upper grades. Funding for the program of $297,000 per year is provided by Chapter I and general education funds.

Contact Person: Lawrence R. DeVoogd
Director, Instructional Services
Muskegon Public Schools
349 West Webster Avenue
Muskegon, MI 49440
616-722-1602

Children At Risk Contact People[1]

Code	*	District	Contact Person	Phone No.
01		ALCONA COUNTY		
01 010	3	Alcona	John L. Cook, Superintendent	517-736-6212
02		ALGER COUNTY		
02 010	1	Autrain-Onota	J. Hanson, Co-Principal	906-343-6632
02 020	1	Burt Township	William Christensen, Superintendent	906-494-2543
02 070	3	Munising	Steve Peffers, Principal	906-387-2103
02 080	1	Superior Central	Dr. Tony McLain, Superintendent	906-439-5532
03		ALLEGAN COUNTY		
03 010	4	Plainwell	David L. Jones, Superintendent	616-685-5823
03 020	1	Otsego	John Kingsnorth, Superintendent	616-694-5131
03 030	3	Allegan	Douglas McCall, Superintendent	616-673-5431
03 040	2	Wayland	Robert Brenner	616-792-2181
03 050	3	Fennville	Robert Fein, Superintendent	616-561-5045
03 060	2	Martin	Dave Peden, Superintendent	616-672-7194
03 070	1	Hopkins	William Briggs	616-587-9764
03 080	1	Saugatuck	Thomas Nowak, Principal	616-857-2133
03 100	2	Hamilton	John M. Graves	616-751-6821
04		ALPENA COUNTY		
04 010	1	Alpena	Peggy Kauler, Director, Secondary Education	517-356-6161
05		ANTRIM COUNTY		
05 010	1	Alba	Ron Militello, Superintendent	616-584-2000
05 035	1	Central Lake	Chet Budzynski, Assistant Principal	616-544-3341
05 040	1	Bellaire	Mark Achkhardt, Principal	616-533-8015
05 060	1	Elk Rapids	Elmer Peterman	616-264-8692
05 065	1	Ellsworth	Marvin Ruis	616-588-6021
05 070	3	Mancelona	William Briggs	616-587-9764
06		ARENAC COUNTY		
06 010	1	Arenac Eastern	Carol Muir, Counselor	517-867-4231
06 020	1	Augres-Sims	Chuck Nowak, Counselor	517-876-7157
06 050	1	Standish Sterling	Dennis Haut, Principal	517-846-4526

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[1] Numbers in Column Two (1 or 2) refer to people who responded (1) to the first mailing on time or (2) to the follow-up within two weeks, or (3) after one or two phone calls, or (4) after further reminders, and (5) refused to reply.

Code	*	District	Contact Person	Phone No.
07		BARAGA COUNTY		
07 020	1	Baraga	Dr. Sally Narhi	906-353-661
07 040	1	L'Anse	Michael Manor, Superintendent	906-524-6121
08		BARRY COUNTY		
08 010	3	Delton Kellogg	M. Dean McBeth, Superintendent	616-623-5151
08 030	1	Hastings	David Arnold, Principal	616-948-8021
08 050	1	Middleville	Henry J. Dugan, Principal	616-795-3394
09		BAY COUNTY		
09 010	1	Bay City	David Braendle, Director of Instruction	517-686-9700
09 030	4	Bangor Township	Dr. William A. Mester, Superintendent	517-684-8121
09 050	1	Essexville Hampton	Robert J. Winters, Superintendent	517-894-9700
09 090	3	Pinconning	Donald Dryden	517-879-4556
10		BENZIE COUNTY		
10 015	1	Benzie County Central	Wava Riegel, Principal	616-882-4497
10 025	2	Frankfort	Robert Kjolhede, Counselor	616-352-7981
11		BERRIEN COUNTY		
11 010	1	Benton Harbor	James N. Rutter, Superintendent	616-926-1141
11 020	3	St. Joseph	Dr. Charlotte Wenham, Director of Sec. Inst.	616-982-4621
11 030	1	Lakeshore	Dennis F. Kniola, Assistant Principal	616-428-1400
11 033	1	River Valley	Don Bursler, Principal	616-756-9541
11 160	1	Galien Township	Jack Richards, Counselor	616-545-3364
11 200	1	New Buffalo	Elmer W. Gough, Superintendent	616-469-2211
11 210	1	Brandywine	John W. Carlson, Superintendent	616-684-7150
11 240	1	Berrien Springs	David Paulsen, Principal	616-471-1748
11 250	4	Eau Claire	Lew Burchard, Principal	616-461-6947
11 300	1	Niles	Nancy Nimtz, Director of Curriculum	616-683-0731
11 310	1	Buchanan	Bill McBeth, Principal	616-695-2771
11 320	1	Watervliet	A. Bruce Watson, Superintendent	616-463-5566
11 330	1	Coloma	David A. DeFields, Assistant Superintendent	616-468-2424
11 340	2	Bridgman	Carol Godlew, Counselor	616-465-6848
11 670	3	Hagar Township		616-849-1343
11 830	3	River School	Madeline Kukla, Principal	616-925-6757
12		BRANCH COUNTY		
12 010	1	Coldwater	Richard L. Fitzgerald, Superintendent	517-279-9711
12 020	1	Bronson	James E. Thrall, Superintendent	517-369-2015
12 040	1	Quincy	Henry Loughini, Principal	517-639-4021
13		CALHOUN COUNTY		
13 010	1	Albion	Judyth L. Dobbert, Assistant Principal	517-629-9166
13 020	1	Battle Creek	Dr. Vernon R. Pitts, Assistant Superintendent	616-965-9480
13 050	3	Athens	David Nofz, Principal	616-729-5427

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Code	*	District	Contact Person	Phone No.
13 070	5	Harper Creek	Glen Walter, Superintendent	616-979-1136
13 080	4	Homer	Lee Robinson, Superintendent	517-568-4461
13 090	4	Lakeview	Paul Williams, Superintendent	616-965-3080
13 095	1	Marlee	William Le Tarte, Superintendent	616-781-5412
13 110	1	Marshall	Robert Currie, Director of Instruction	616-781-1258
13 120	1	Pennfield	Robert Grimes, Principal	616-965-2326
13 130	2	Tekonsha	Jim Showers, Superintendent	517-767-4121
13 135	1	Union City	Marv Miller, Principal	517-741-8561
14		CASS COUNTY		
14 010	1	Cassapolis	Mel Rullman, Superintendent	616-445-3861
14 020	1	Dowagiac Union	Max Sala, Director	616-782-3444
14 030	1	Edwardsburg	Jo-Ann Boepple, Director	616-663-3055
14 050	3	Marcellus	Dennis McCrumb, Superintendent	616-646-3158
15		CHARLEVOIX COUNTY		
15 010	2	Beaver Island	Susan Van Wieren	616-547-9947
15 020	1	Boyne City	Warren Wade	616-582-6587
15 030	1	Boyne Falls	Michael L. Wallace	616-549-2211
15 050	3	Charlevoix	Dave Smith, Principal	616-547-3224
15 060	3	East Jordan	R. A. Hansen, Superintendent	616-536-3131
16		CHEBOYGAN COUNTY		
16 015	1	Cheboygan	Nancy M. Goslin	616-627-4513
16 050	3	Inland Lakes	Tomas O. Makela, Superintendent	616-238-9811
16 070	2	Mackinaw City	Michael Bootz, Superintendent	616-436-8211
16 100	3	Wolverine	Dan Bouls, Superintendent	616-525-8252
17		CHIPPEWA COUNTY		
17 010	2	Sault Ste. Marie	Steven Malmberg, Director, Compensatory Ed.	906-635-6619
17 050	1	Detour	Jay Van Hoven, Superintendent	906-297-2011
17 090	1	Pickford	Peter Injasoulian, Superintendent	906-647-6285
17 110	3	Rudyard	Mr. Neelis	906-478-3771
17 140	1	Brimley	Richard Amble, Counselor	906-248-3218
17 160	1	Whitefish	Robert J. Herrington, Superintendent	906-492-3353
18		CLARE COUNTY		
18 010	1	Clare	Walter Schwarz, Superintendent	517-386-9945
18 020	4	Farwell	Joanne DeVuyst	517-588-9917
18 060	3	Harrison	James Garner, Superintendent	517-539-7871
19		CLINTON COUNTY		
19 010	2	DeWitt	Terry Davis, Superintendent	517-669-2260
19 070	1	Fowler	Harvey Middleton, Counselor	517-593-2250
19 100	4	Bath	Michael Dewey, Superintendent	517-641-6721
19 120	1	Ovid Elsie	David J. Porrell, Superintendent	517-834-2271

Code	*	District	Contact Person	Phone No.
19 125	2	Pewamo Westphalia	Joseph Ghiardi, Counselor	517-593-2050
19 140	1	St. Johns	Bette Munger, Assistant Superintendent	517-224-9352
20		CRAWFORD COUNTY		
20 015		Crawford AuSable	Kent S. Reynolds, Superintendent	517-348-7641
21		DELTA COUNTY		
21 010	2	Escanaba	Roy Hivala, Administrative Assistant	906-786-4468
21 025	3	Gladstone	David Buckala	906-328-3660
21 060	4	Rapid River	Jim Hilgendorf, Principal	906-474-6424
21 065	3	Big Bay De Noc	Larry Sebeck, Counselor	906-644-2773
21 090	1	Bark River Harris	G. Sundquist, Principal	906-466-5321
21 135	1	Mid Peninsula	Harney Hoyum, Principal	906-359-4390
22		DICKINSON COUNTY		
22 010	2	Iron Mountain	Richard Allen, Superintendent	906-779-2600
22 025	1	Norway Vulcan	Rodney Green, Superintendent	906-563-9552
22 030	1	Breitung Township	Clyde D. Peterson, Principal	906-779-2570
22 045	2	North Dickinson	Dennis R. Hagey, Superintendent	906-542-9281
23		EATON COUNTY		
23 010	4	Bellevue Community	Gene Brouwer	616-763-9432
23 030	1	Charlotte	Jim Schwartz, Guidance Director	517-543-6966
23 050	4	Eaton Rapids	Michael Rocca, Superintendent	517-663-8155
23 060	1	Grand Ledge	Diane Westfall, Director, Elementary Ed.	517-627-3242
23 065	1	Maple Valley	Dr. Victor L. Schug	517-852-9699
23 080	1	Olivet Community	Thomas Pridgeon	616-749-9129
23 090	3	Potterville	Woodrow Hall, Superintendent	517-645-2662
24		EMMET COUNTY		
24 010	3	Cross Village	Audrey S. Keller	616-526-5002
24 020	1	Harbor Springs	Jim Wood, Assistant Principal	616-526-6255
24 030	1	Littlefield	Graydon Blank, Superintendent	616-540-2261
24 040	1	Pellston	Thomas A. Litzner, Principal	616-539-8801
24 070	1	Petoskey	Robert Doctor, Principal	616-347-3703
25		GENESEE COUNTY		
25 010	1	Flint	Lawrence Cywin, Counselor	313-762-1120
25 030	2	Grand Blanc	Gary Lipe, Assistant Superintendent	313-694-8211
25 040	2	Mt. Morris	Larry Allen, Superintendent	313-686-8760
25 050	1	Goodrich	Kenneth Audrzejewski, Principal	313-636-2251
25 060	1	Bendle	Kenneth E. Gempel, Superintendent	313-742-2501
25 070	1	Genesee	William Rickert, Counselor	313-640-1450
25 080	2	Carman-Ainsworth	Herb Jensen	313-732-9770
25 100	2	Fenton	Roland Marmion	313-629-2268
25 110	1	Kearsley Community	Terry Dawson, Director, Alternative H.S.	

Code	*	District	Contact Person	Phone No.
25 120	1	Flushing Community	Barbara Goebel, Director, Instruction	313-659-0604
25 130	1	Atherton	Alvin DuBois, Superintendent	313-742-0400
25 140	3	Davison	Robert C. Amble, Superintendent	313-653-3531
25 150	2	Clio	Albert J. Butler, Superintendent	313-686-0500
25 180	1	Swartz Creek	Bill Shaw, Assistant Superintendent	313-635-4441
25 200	4	Lake Fenton	Gerald R. Laskey, Superintendent	313-629-4141
25 210	1	Westwood Heights	James D. Mitchell, Superintendent	313-785-0870
25 230	2	Bently Community	R.L. Bement, Principal	313-742-5811
25 240	3	Beecher	Ira A. Rutherford, Superintendent	313-785-4731
25 250	1	Linden Community	J.J. Kerner, Principal	313-735-9411
25 260	1	Montrose	Dave Steward, Principal	313-639-6131
25 280	2	Lakeville	Len Chafley, Superintendent	313-793-6211
26		GLADWIN COUNTY		
26 010	1	Beaverton Rural	Thomas Randle	517-435-7771
26 040	2	Gladwin Community	John Winters, Administrative Assistant	517-426-9255
27		GOGEBIC COUNTY		
27 010	1	Bessemer	Walter Rickard, Principal	906-667-0413
27 020	3	Ironwood	Percy R. Smith, Superintendent	906-932-0200
27 060	1	Marenisco	John Winter, Superintendent	906-787-2288
27 070	2	Wakefield Twp.	Robert S. Rickard, Principal	906-224-7211
27 080	1	Watersmeet Twp.	Parnell Basanese, Principal	906-358-4555
28		GRAND TRAVERSE COUNTY		
28 010	1	Traverse City	Richard Ayling, Director, Secondary Curr.	616-922-6459
28 035	1	Buckley	Lawrence M. Davis, Principal	616-269-3325
28 090	1	Kingsley	Leonard Trudeau, Principal	616-263-5261
29		GRATIOT COUNTY		
29 010	1	Alma	William McKinstry	517-463-3117
29 020	1	Ashley Community	Carl Wayer, Principal	517-847-2514
29 040	1	Breckenridge	A. Allison Amstutz, Principal	517-842-3182
29 050	1	Fulton	Terry Maier, Administrative Assistant	517-236-7232
29 060	1	Ithaca	Jim Migliacio, Assistant Superintendent	517-875-3700
29 100	1	St. Louis	Keith Wing, Principal	517-681-2500
30		HILLSDALE COUNTY		
30 010	1	Camden Frontier	Terrence Conklin, Superintendent	517-368-5255
30 020	5	Hillsdale	Larry T. Ley, Superintendent	517-437-4401
30 030	2	Jonesville	John A. Collins, Superintendent	517-849-9075
30 040	2	Litchfield	James Avery, Superintendent	517-542-2388
30 050	4	North Adams	Woodrow Hall, Superintendent	517-287-4214
30 060	1	Pittsford	Max Baxter	517-523-3481
30 070	5	Reading	Bruce Kesgen	517-283-2166
30 080	4	Waldron	Dewey R. Schramm, Superintendent	517-286-6251

Code	*	District	Contact Person	Phone No.
31		HOUGHTON COUNTY		
31 010	1	Hancock	John Vaara, Principal	906-482-4111
31 020	1	Adams Township	Pat Rozich, Superintendent	906-482-0599
31 030	2	Calumet	Raymond D. Tiberg, Principal	906-337-0412
31 050	2	Chassell Township	Daniel H. Bachman, Sup.	906-523-4691
31 100	3	Osceola Township	Harvey Filppula	906-482-5800
31 110	1	Houghton-Portage	Steven Piersen, Principal	906-482-0450
31 130	2	Lake Linden Hubbell	Henry VerBerkmoes, Superintendent	906-296-6211
31 140	1	Stanton Township	Bruce A. Evans, Superintendent/Principal	906-482-2797
32		HURON COUNTY		
32 010	3	Bad Axe	K. William Pietscher, Superintendent	517-269-9593
32 030	1	Caseville	James G. Stahl, Superintendent	517-856-2940
32 050	5	Elkton Pigeon Bay	Harry J. Brunet, Superintendent	517-453-2097
32 060	3	Harbor Beach	Mr. Nizinski	517-479-3261
32 080	2	North Huron	John T. Moore, Superintendent	517-874-4100
32 090	1	Owendale Gagetown	Harley B. Kirby, Superintendent	517-678-4261
32 130	2	Port Hope	William Murphy, Principal	517-428-4151
32 170	5	Ubly	David Landeryou, Superintendent	517-658-8202
33		INGHAM COUNTY		
33 010	2	East Lansing	William Mitchel, Superintendent	517-332-2545
33 020	1	Lansing	Patricia Isom, Director	517-374-4071
33 040	4	Dansville	C. Dean Atkins	517-623-6129
33 060	1	Haslett	Tony Waldron, Principal	517-339-8249
33 070	4	Holt	Dr. Maksimowicz, Superintendent	517-694-0401
33 100	4	Leslie	Tom Dove, Superintendent	517-589-8200
33 130	1	Mason	Betsy Landy Cline	517-676-2484
33 170	1	Okemos	Lee Gerard, Asst. Superintendent	517-349-9440
33 200	1	Stockbridge	Andrew DeSaeger, Superintendent	517-851-7770
33 215	1	Waverly	Howard Comstock, Principal	517-323-3831
33 220	1	Webberville	Douglas Beecham, Counselor	517-521-3447
33 230	1	Williamston	Emmett Lippe	517-655-4361
34		IONIA COUNTY		
34 010	4	Ionia	Mary Foy, Coordinator Comm. Ed.	616-527-3530
34 080	2	Belding	Don Momber, Assistant Principal	616-794-1976
34 090	1	Lakewood	Ward Van Laanen, Counselor	616-374-8868
34 110	2	Portland	Kim Cotter, Curr. Coordinator	517-647-4101
34 120	1	Saranac	Bruce Chadwick, Superintendent	616-642-9102
34 140	2	Berlin Township	Susan E. Smith, Treasurer	616-527-1539
35		IOSCO COUNTY		
35 010	3	Oscoda	James Alexander	517-739-2033
35 020	1	Hale	James E. Garnett, Principal	517-728-2861

Code	*	District	Contact Person	Phone No.
35 030	1	Tawas	Charles E. Reddick, Assistant Principal	517-362-6127
35 040	1	Whittemore Prescott	Alan McLean, Superintendent	517-756-3530
36		IRON COUNTY		
36 015	1	Forest Park	John Gunnell, Superintendent	906-875-6761
36 025	1	West Iron Cty.	Scott G. Peterson	906-265-9218
37		ISABELLA COUNTY		
37 010	1	Mt. Pleasant	Rob Gaskill, Admn. Assistant 517-773-5500	
37 040	1	Beal City	Dan Pattison, Admn. Assistant	517-644-3944
37 060	1	Shepherd	Mr. Ron Patrick, Guidance	517-828-6601
38		JACKSON COUNTY		
38 010	1	Western	Robert Bass, Superintendent	517-531-3321
38 020	4	Vandercook Lake	Burdette W. Andrews, Superintendent	517-782-6291
38 040	1	Columbia	Ralph Piepkow, Community Education	517-529-9400
38 050	3	Grass Lake	Mike Timms, Counselor	517-522-8494
38 080	4	Concord	Denny Love	517-524-8323
38 090	5	East Jackson	Bruce E. Van Eyck, Superintendent	517-764-2090
38 100	4	Hanover Horton	Terri Marie Mount	517-563-8181
38 120	2	Michigan Center	Monte L. Anderson, Superintendent	517-764-1440
38 130	2	Napoleon	Robert Hard, Superintendent	517-536-5667
38 140	2	Northwest	Robert Hade, Superintendent	517-569-2247
38 150	1	Springport	Ronald O. Jones	517-857-3450
38 170	1	Jackson	Dr. Clyde A. Powell	517-789-8144
39		KALAMAZOO COUNTY		
39 010	3	Kalamazoo	Judith Johnson	616-384-0168
39 020	2	Climax	Bob Tipton, Principal	616-626-823
39 030	1	Comstock	Robert P. Hamet, Superintendent	616-388-9461
39 050	1	Galesburg Augusta	Robert C. Cretsinger, Asst. Sup.	616-665-9872
39 065	4	Gull Lake	Thomas M. Ryan, Superintendent	616-629-9745
39 130	3	Parchment	Lynne Cowart, Curriculum Director	616-342-7405
39 140	2	Portage	Marsha A. Wells, Director	616-329-7247
39 160	1	Schoolcraft	Loren C. Warfield, Superintendent	616-679-4331
39 170	1	Vicksburg	Mr. John Kachniewicz	616-649-0554
40		KALKASKA COUNTY		
40 020	5	Forest Area	Jim M. Kelley	616-369-4191
40 040	4	Kalkaska	Doyle A. Disbrow, Superintendent	616-258-9109
41		KENT COUNTY		
41 010	1	Grand Rapids	Bruce M. Bradford, Director	616-456-4803
41 020	1	Godwin Heights	Ron Shoemaker, Asst. Superintendent	616-245-0461
41 025	4	Northview	Ronald E. Nyenhuis, Acting Superintendent	616-363-4857
41 026	5	Wyoming	Anita Retland, Asst. Superintendent	616-530-9589

Code	#	District	Contact Person	Phone No.
41 040	1	Byron Center	Ronald Haule, Superintendent	616-878-1541
41 050	1	Caledonia	Michael Pintek, Principal	616-891-8129
41 070	1	Cedar Springs	Roger Relich, Principal	616-696-1200
41 080	4	Comstock Park	Dr. James Van Dyke, Superintendent	616-784-1740
41 090	1	East Grand Rapids	Marilyn VanValkenburgh	616-949-7862
41 110		Forest Hills	Lori Zlukowski, Director	616-676-8933
41 120	1	Godfrey Lee	Frank D'Amico, Principal	616-243-0533
41 130	1	Grandville	Mr. Brian Callaghan	616-530-1615
41 140	1	Kelloggsville	George P. Stamas, Principal	616-532-1570
41 145	2	Kenowa Hills	David Borst, Read. Conselor	616-453-6351
41 150	1	Kent City	Jack Swanson, Principal	616-678-4280
41 160	2	Kentwood	Mrs. Iva K. Corbett, Director	616-455-2236
41 170	1	Lowell	Jim De Weerd, Assistant Principal	616-897-4125
41 210	1	Rockford	James Haskins, Principal	616-866-1541
41 240	5	Sparta	Randy Morris, Principal	616-887-8253
43		LAKE COUNTY		
43 040	5	Baldwin	Kathy DeJonge	616-745-4791
44		LAPEER COUNTY		
44 010	1	Lapeer	Jack McCauley, Superintendent	
44 020	4	Almont	Thomas Ross, Principal	313-798-8561
44 050	1	Dryden	Craig Gerard, Superintendent	313-796-2266
44 060	1	Imlay City	Robert Regan	313-724-2765
44 090	2	North Branch	Don Gleeson, Superintendent	313-688-3570
45		LEELANAU COUNTY		
45 010	1	Glen Lake	Bruce Vanderwall, Principal	616-334-3062
45 020	2	Leland	David Hiershey, Counselor	616-256-9857
45 040	3	Northport	Shari Hogue, Superintendent	616-386-5153
45 050	1	Suttons Bay	Robert MacEachran, Superintendent	616-271-3846
46		LENAWEE COUNTY		
46 010	1	Adrian	Mr. William Krohn, Principal	517-263-1160
46 020	1	Addison	Donald E. Dieck, Principal	517-547-6121
46 040	1	Blissfield	Rhea Mills, Counselor	517-486-2148
46 050	1	Britton Macon	John P. Garidlo, Superintendent	517-451-4581
46 060	1	Clinton	George Sargeant, Superintendent	517-456-7441
46 070	1	Deerfield	Paul L. Ellinger, Superintendent	517-447-3215
46 080	1	Hudson	John G. Meredith, Superintendent	517-448-8912
46 090	1	Madison	James L. Hartley	517-263-0741
46 100	1	Morenci	Neal V. Singles	517-458-6606
46 110	1	Onsted	Marcia Begema, Guidance Counselor	517-467-2174
46 130	1	Sand Creek	Michael L. McAran, Principal	517-436-3121
46 140	1	Tecumseh	Gene Cooley, Superintendent	517-423-2167

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47		LIVINGSTON COUNTY		
47 010	2	Brighton	Bonnie Riutta, Asst. Superintendent	313-229-1450
47 060	1	Hartland	Jon W. Stevens, H.S. Principal	313-632-6363
47 070	4	Howell	Ted Klontz, S.A. Coordinator	517-546-6200
47 080	1	Pinckney	Jesse A. Stevenson, Assistant Principal	313-878-3115
48		LUCE COUNTY		
48 040	1	Tahquamenon	Helen M. Potoczak, Principal	906-293-3243
49		MACKINAC COUNTY		
49 010	2	St. Ignace	Jerry L. Gallagher, Superintendent	906-643-8145
49 040	1	Les Cheneaux	John Duncan, Principal	906-484-2256
49 055	1	Engadine	Mrs. Sandra Weber, Counselor	906-477-6449
49 070	1	Moran Township	Ronald P. Mitchell, Superintendent	
49 100	1	Mackinac Island	Bruce D. Wolek	906-847-3376
50		MACOMB COUNTY		
50 010	1	Center Line	Beth Sharrow, Assistant Principal	313-755-5880
50 020	1	East Detroit	Dr. Emil A. Coccoretti	313-445-4424
50 030	1	Roseville	John R. Kment, Superintendent	313-445-5505
50 040	1	Anchor Bay	Carl B. Wagner, Assistant Principal	313-949-4510
50 050	2	Armada	Dr. Eliot H. Burns, Superintendent	313-784-5558
50 070	1	Clintondale	Donald Seiferlein, Deputy Superintendent	313-791-6300
50 080	1	Chippewa Valley	Dr. Ronald E. Cook	313-286-7605
50 090	1	Fitzgerald	James D. Edoff, Ph.D.	313-757-3344
50 100	1	Fraser	Joanne Jacobson, Asst. Superintendent	313-293-2344
50 120	1	Lakeshore	Robert A. Anderson, Director	313-445-4718
50 130	2	Lakeview	Elba S. Berlin, Asst. Superintendent	313-445-4017
50 140	1	L'Anse Creuse	Harold C. Siebert, Superintendent	313-465-1941
50 160	1	Mt. Clemens	John R. Armstrong, Deputy Superintendent	313-469-7820
50 170	1	New Haven	Joe Barnett, Principal	313-749-5104
50 180	1	Richmond	James Chopp, Principal	313-727-2509
50 190	1	Romeo	Dr. Mark A. Gualdoni, Assistant Superintendent	313-752-4533
50 200	2	South Lake	Irene E. Herman, Curriculum Director	313-445-4206
50 210	4	Utica	Richard Matte, Dir. of Special Services	313-739-0400
50 220	1	Van Dyke	John Richert, Asst. Superintendent	313-758-8341
50 230	4	Warren	Dave Young, Asst. Superintendent	313-977-6800
50 240	1	Warren Woods	Mary Barry-Cybulski	313-445-6324
51		MANISTEE COUNTY		
51 020	3	Bear Lake	James T. Brady, Superintendent	616-864-3133
51 045	1	Kaleva Norman	Dickson Len Grams, Superintendent	616-477-5353
51 060	4	Onekama	Kenneth Heikkinen, Superintendent	616-889-4251
51 070	1	Manistee	Randall Howes, Director of Guidance	626-723-2547

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52		MARQUETTE COUNTY		
52 015	1	N.I.C.E.	Dennis Bobula, Principal	906-485-1023
52 040	1	Gwinn	Richard Drury, Superintendent	906-346-9283
52 090	1	Negaunee	George H. Collins, Principal	906-475-7861
52 100	1	Powell Township	William W. Lake, Jr., Superintendent	906-345-9355
52 110	4	Republic Michigamme	M. Gallinetti, Principal	906-376-2277
52 170	1	Marquette	William Danis, Social Worker	906-225-4288
52 180	1	Ishpeming	Stephen Piereson, Superintendent	906-485-5501
53		MASON COUNTY		
53 010	1	Mason County C.	Bruce C. Smith, Principal	616-757-4748
53 020	1	Mason County E.	Michael Coster, Principal	616-757-3734
53 030	4	Freesoil	Dr. Stephen Lites, Superintendent	616-646-5651
53 040	2	Ludington	Axel A. Johnson III, Ph.D.	616-845-7303
54		MECOSTA COUNTY		
54 010	1	Big Rapids	Linda L. H. Myers, Principal	616-796-7651
54 025	4	Chippewa Hills	Gary Lowery, Superintendent	517-967-3615
54 040	1	Morley Stanwood	Philip L. Crouse, Superintendent	616-856-4392
55		MENOMINEE COUNTY		
55 010	1	Carney Nadeau	Ron Solberg, Principal	
55 100	1	Menominee	Forest E. Davis, Principal	906-753-2222
55 115	3	North Central	Clifford M. Luft, Superintendent	906-497-5226
55 120	3	Stephenson	Forest E. Davis, Principal	906-753-2222
56		MIDLAND COUNTY		
56 010	1	Midland	James Clark, Curriculum Director	517-631-2311
56 020	2	Bullock Creek	Ronald D. Main, Principal	517-631-2340
56 030	1	Coleman	Ronald G. Schneider, Principal	517-465-6171
56 050	1	Meridian	Charles Russian, Principal	517-687-7355
57		MISSAUKEE COUNTY		
57 020	4	Lake City	Mr. Rex Harley, Principal	616-839-7161
57 030	1	McBain Rural	Bruce Brunels, Principal	616-825-2412
58		MONROE COUNTY		
58 010	1	Monroe	Eric J. Van Veelen, Asst. Superintendent	313-241-0330
58 020	1	Airport	Karen A. Buden, Curriculum Director	313-586-2676
58 050	1	Dundee	David J. Bonnette, Superintendent	313-529-2220
58 070	4	Ida	Herb Gabehart, Superintendent	313-269-3110
58 080	4	Jefferson	Timothy A. Fitzpatrick	313-289-5598
58 090	4	Mason (Erie)	Richard W. Kackmeister	313-848-5475
58 100	1	Summerfield	Robert Scarbrough, Principal	313-279-1012
58 110	2	Whiteford Agr.	Gerald Wing, Superintendent	313-856-2656

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59		MONTCALM COUNTY		
59 020	1	Carson City	Tom Haun, Director of Instruction	517-584-3138
59 045	3	Montabella	Hazel Williams, Interim Principal	517-427-5175
59 070	1	Greenville	Elmer J. Russell, Superintendent	616-754-3686
59 080	1	Tri County	Jerry L. Wabeke, Superintendent	616-937-5611
59 090	1	Lakeview	Dan Correll, Guidance	517-352-7221
59 125	1	Central Montca	Im Robert Spencer, Superintendent	517-831-5243
59 150	1	Vestaburg	Michael E. Steinkraus, Principal	517-268-5343
60		MONTMORENCY COUNTY		
60 010	5	Atlanta	James J. Wynes, Superintendent	517-785-4877
60 020	1	Hillman	Paul Weismantel, Principal	517-742-4536
61		MUSKEGON COUNTY		
61 010	1	Muskegon	Joseph Schulze, Asst. Superintendent	616-722-1602
61 020	2	Muskegon Heights	Malcolm Stevens	616-739-9302
61 060	1	Mona Shores	Gerard E. Keidel, Superintendent	616-780-4751
61 065	3	Oakridge	Edwin R. Bredeweg, Superintendent	616-788-2361
61 080	2	Fruitport	Jim Sturgell, Asst. Superintendent	616-865-3154
61 120	1	Holton	Mickey R. Noble, Principal	616-821-2123
61 180	2	Montague	Larry Lindquist, Asst. Superintendent	616-893-1515
61 190	1	Orchard View	Richard J. Nolan, Assistant Principal	616-773-3331
61 210	2	Ravenna	Dr. David Lightfood, Superintendent	616-853-2231
61 220	2	Reeths Puffer	Dan R. Clarke, Community Education	616-744-4736
61 230	1	North Muskegon	Ellen Murphy, Guidance	616-744-1681
61 240	1	Whitehall	Jack A. Mansfield, Principal	616-894-5661
62		NEWAYGO COUNTY		
62 040	1	Fremont	Margaret Sweet, Curriculum Coordinator	616-924-2350
62 050	4	Grant	L. Arthur Willick, Principal	616-834-5622
62 060	1	Hesperia	Donna Porter, Guidance	616-854-6975
62 070	2	Newaygo	Mike Pumford, Counselor	616-652-1646
62 090	2	White Cloud	Larry Huestad, Principal	616-689-1705
62 470	1	Big Jackson	Helen E. Shotwell-Jones	616-796-8947
63		OAKLAND COUNTY		
63 010	3	Birmingham	Dr. Jim Bird, Dpt. Superintendent	313-644-9300
63 020	1	Ferndale	Glen C. Brackenbury	313-547-3502
63 030	4	Pontiac	Dr. L. Barbara Gragg	313-857-8123
63 040	1	Royal Oak	Dr. William Pistono,	
63 050	1	Berkley	Mr. Joseph Hadad, Director	313-544-5890
63 060	1	Southfield	Dr. Beverly Geltner, Asst. Superintendent	313-423-4830
63 070	1	Avondale	Kathryn Wilson, Asst. Principal	313-852-4411
63 080	2	Bloomfield Hills	Elbert C. Pack	313-540-5277
63 090	2	Clarenceville	P. Vickery, Admn. Assistance	313-473-8900
63 100	1	Novi	Dr. Robert S. Youngberg	313-344-8300

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63 110	2	Oxford	Ellen DeLater, Asst. Principal	313-628-2546
63 130	1	Hazel Park	Jim Anker, Director	313-542-3910
63 140	2	Madison	Arlen L. DeKay, Director of Instruction	313-399-7800
63 150	1	Troy	Dr. David K. Lohrmann	313-680-0800
63 160	3	West Bloomfield	G. E. Cavin, Voc-Ed Director	313-682-3555
63 180	1	Brandon	Edwin Donaldson, Principal	313-627-4981
63 190	1	Clarkston	William Neff, Adm. Director	313-625-4402
63 200	4	Farmington	Pamela O'Malley, Director	313-477-1300
63 210	5	Holly	Wayne L. Peters, Superintendent	313-634-4431
63 220	1	Huron Valley	James R. Faust, Director	313-684-8297
63 230	1	Lake Orion	Frederic C. Snow, Asst. Superintendent	313-693-5411
63 240	1	South Lyon	Dr. Marshall Forstot	313-437-1721
63 250	1	Oak Park	Eric Follo, Assoc. Superintendent	313-548-6198
63 260	1	Rochester	Dr. William Waun, Director	313-651-6210
63 270	1	Clawson	Dr. William Price, Superintendent	313-435-7500
63 280	1	Lamphere	Dr. John White, Assoc. Superintendent	313-589-1990
63 290	1	Walled Lake	Dr. Carl Pacacha, Asst. Superintendent	313-624-4801
63 300	4	Waterford	Dr. Larry Strong	313-666-4000
64		OCEANA COUNTY		
64 030	2	Ferry	Christine Jansen, Supt./Principal	616-861-2346
64 040	1	Hart	Patrick Gardard, Superintendent	616-873-5691
64 070	2	Pentwater	Ron Mousel, Principal	616-869-7871
64 080	1	Shelby	John Van Duinen, Superintendent	616-861-5211
64 090	2	Walkerville		
65		OGEMAW COUNTY		
65 045	1	West Branch	Clarence F. Smith, Asst. Superintendent	517-345-2460
66		ONTONAGON COUNTY		
66 045	2	Ewen-Trout Creek	Russel L. Barley, Principal	906-988-2365
66 050	1	Ontonagon	Louis J. Gregory, Superintendent	906-884-4433
66 070	1	White Pine	Larry Kapugia, Guidance	906-885-5407
67		OSCEOLA COUNTY		
67 020	1	Evart	Ron Kilks, Principal	616-734-5551
67 050	4	Marion	Bob Hamilton, Community Education	616-743-6056
67 055	2	Pine River	Lee D. Sandy, Superintendent	616-829-3141
67 060	1	Reed City	Esta Stover, Curriculum Director	616-832-5548
68		OSCODA COUNTY		
68 010	2	Mio Au Sable	Cynthia A. Sager, Principal	517-826-3226
68 030	1	Fairview	James L. Slasinski, Principal	517-848-2321

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69		OTSEGO COUNTY		
69 020	4	Gaylord	Dr. Rugh Howard, Adm. Assistant	517-732-6402
69 030	3	Johannesburg-Lewison	Carol Holley, Principal	517-732-1773
69 040	4	Vanderbilt	Rick Diebold, Principal	517-983-4121
70		OTTAWA COUNTY		
70 010	1	Grand Haven	William B. Cansfield	616-842-3570
70 020	1	Holland	David Meifer, Curriculum Director	616-392-7038
70 040	5	Allendale	Mr. Suschecki, Principal	616-895-4351
70 070	1	West Ottawa	Charles Munchtchy, Superintendent	616-396-3577
70 120	2	Coopersville	Jack Vanderwall, Director	616-837-8188
70 175	3	Jenison	Dana Gravelin, Asst. Principal	616-457-1400
70 190	5	Hudsonville	Wayne Petrolia, Superintendent	616-669-1740
70 300	2	Spring Lake	James Goebel, Principal	616-846-5500
70 350	2	Zeeland	James E. O'Neil, Curriculum Director	616-772-3389
71		PRESQUE ISLE COUNTY		
71 050	3	Onaway	James Falkner, Principal 517-733-8423	
71 060	1	Posen	Michael Murch, Superintendent	517-766-2573
71 080	1	Rogers City	Delmar Conley, Superintendent	517-734-4013
72		ROSCOMMON COUNTY		
72 010	3	Gerrish Higgins	Hans E. Lantzsch, Superintendent	517-275-5800
72 020	1	Houghton Lake	Dick Brown, Asst. Principal	517-366-5376
73		SAGINAW COUNTY		
73 010	1	Saginaw	Barry E. Quimper, Research Director	517-776-0257
73 030	1	Carrollton	Robert D. Ash, Sr., Superintendent	517-754-1475
73 040	2	Saginaw Twp.	Jack P. Cleveland, Asst. Superintendent	517-792-8771
73 080	3	Buena Vista	Patricia Scott, Adm. Assistant	517-755-2184
73 110	2	Chesaning Union	Dr. James Hewitt, Curr. Coordinator	517-845-7020
73 170	1	Birch Run	Bart Jenniches, Superintendent	517-624-9307
73 180	5	Bridgeport-Spaulding	Richard Smith, Assistant Superintendent	517-777-1770
73 190	5	Frankenmuth	Jerald B. McEwan, Superintendent	517-652-9958
73 200	1	Freeland	Dana Compton, Principal	517-695-2586
73 210	1	Hemlock	Reginald Rye, Superintendent	517-642-5282
73 230	2	Merrill	A. Penni White, Guidance	517-643-7261
73 240	2	St. Charles	Dale De Karske, Principal	517-865-9961
73 255	3	Swan Valley	Marlene Novak	517-781-3100
74		ST. CLAIR COUTNY		
74 010	1	Port Huron	Robert Beedon, Director	313-984-3101
74 030	4	Algonac	Dr. William M. Pritchard	313-794-9337
74 040	1	Capac	Marilyn Manning, Guidance	313-395-4321
74 050	1	East China Twp	Joan C. Sergent	313-765-8817
74 100	5	Marysville	Mr. Andrews, Superintendent	313-364-7731

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74 120	1	Memphis	Richard J. Delekta, Principal	313-392-2186
74 130	1	Yale	Stephen A. Anderson	313-387-3231
75		ST. JOSEPH COUNTY		
75 010	5	Sturgis	Laurence F. McConnell, Superintendent	616-651-9361
75 020	2	Burr Oak	Robert T. Peters, Principal	616-489-5534
75 030	2	Centreville	Lloyd Kirby, Principal	616-467-9355
75 040	1	Colon	Dr. Jay Newman, Principal	616-432-3231
75 050	1	Constantine	Ben A. Smith, Superintendent	616-435-2015
75 060	2	Mendon	Edward D. Richardson, Principal	616-496-8491
75 070	1	White Pigeon	Scott Peterson, Int. Superintendent	616-483-7676
75 080	1	Three Rivers	Lou Seman, Principal	616-273-1115
76		SANILAC COUNTY		
76 060	2	Brown City		313-346-2781
76 070	1	Carsonville-Port Sanilac	Gale D. Travis	313-657-9394
76 080	1	Croswell Lexington	Gary Davis, Superintendent	313-679-2232
76 090	1	Deckerville	Ozzie Parks, Superintendent	313-376-3615
76 140	3	Marlette	Donald J. Kanicki, Superintendent	517-635-7425
76 180	1	Peck	Richard Lapanowski, Counselor	313-378-5501
76 210	3	Sandusky	Jim Nolan	313-648-3400
77		SCHOOLCRAFT COUNTY		
77 010	3	Manistique	Herbert L. Harron, Superintendent	906-341-2198
78		SHIAWASSEE COUNTY		
78 020	2	Byron	Carol Chrisinski, Curr. Director	313-266-4629
78 030	2	Durand	Sherman Thurkow, Asst. Principal	517-288-2006
78 040	1	Laingsburg	Hal Beatty, Superintendent	517-651-5767
78 060	2	Morrice	David Percival, Principal	517-625-3141
78 070	2	New Lothrop	C. A. Younkman, Superintendent	313-638-5091
78 080	3	Perry	Jacklyn Hurd, Superintendent	517-625-3104
78 100	2	Corunna	Richard Clark, Asst. Superintendent	517-743-6338
78 110	1	Owosso		517-723-8130
79		TUSCOLA COUNTY		
79 010	3	Akron Fairgrove	John M. Smith, Superintendent	517-691-5135
79 020	1	Caro	Thomas Lanway, Superintendent	517-673-3166
79 030	1	Cass City	Kenneth Micklash, Superintendent	517-872-2220
79 080	2	Kingston	Wayne Wright, Principal	517-683-2550
79 090	3	Mayville	Lawrence J. Geger	517-843-6115
79 100	2	Millington	Robert Peterson, Superintendent	517-871-4551
79 110	1	Reese	Charles A. Twork, Superintendent	517-868-9864
79 145	1	Unionville Sebewaing	Carmel Savera, Counselor	517-883-2534
79 150	1	Vassar	Gerald Simpson, Counselor	517-823-2673

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80		VAN BUREN COUNTY		
80 010	2	South Haven	Steve Kelly, Superintendent	616-637-5181
80 020	1	Bangor	Thomas C. Smith, Superintendent	616-427-7977
80 040	1	Covert	Alfred Hawkins, Superintendent	616-764-8953
80 050	5	Decatur	Ronald C. Chapman, Superintendent	616-423-7091
80 090	1	Bloomingdale	Thomas E. Hoke, Superintendent	616-521-3550
80 110	1	Gobles	Pat Mullins, Counselor	616-628-2111
80 120	2	Hartford	Robert E. Polmda, Superintendent	616-621-2441
80 130	2	Lawrence	Jerry Hutchins, Principal	616-674-8232
80 140	5	Lawton	John L. LaSotta, Superintendent	616-624-4931
80 150	1	Mattawan	Paul Van Doese Laar, Principal	616-668-3361
80 160	2	Paw Paw	Larry Mason, Superintendent	616-657-5511
81		WASHTENAW COUNTY		
81 010	1	Ann Arbor	Milo White, Exec. Director	313-994-2242
81 020	2	Ypsilanti	James Hawkins, Superintendent	313-482-6614
81 040	2	Chelsea	Joseph Piasecki, Superintendent	313-475-9131
81 050	1	Dexter	John P. Hansen	313-426-4623
81 070	1	Lincoln	Donald M. Chalker, Superintendent	313-482-8710
81 080	4	Manchester	Yvonne Henery, Principal	313-428-8322
81 100	1	Milan	Donald Stanley, Asst. Superintendent	313-439-1541
81 120	1	Saline	Dixie Hibner, Asst. Superintendent	313-429-5454
81 140	2	Whitmore Lake	Richard Gaubatz, Principal	313-449-4461
81 150	5	Willow Run	Dr. Yomtoob, Superintendent	313-482-2870
82		WAYNE COUNTY		
82 010	1	Detroit	Dr. Thomas Steel, Asst. Superintendent	313-494-1100
82 020	3	Allen Park	Michael H. Ferguson, Principal	313-383-7517
82 030	3	Dearborn	Dr. Thomas D. McLennan, Superintendent	313-582-6780
82 040	2	Dearborn Heights	Cecil M. Kiker, Deputy Superintendent	313-278-1900
82 045	5	Melvindale Allen Park	E. James Rynearson	313-386-7700
82 050	2	Garden City	Mark H. Gutman, Director	313-425-4900
82 055	2	Grosse Pointe	Robert D. Welch, Director	313-343-2024
82 060	2	Hamtramck	Joseph Hudson, Principal	313-892-7505
82 070	2	Highland Park	John Stindt, Dpt. Superintendent	313-252-0440
82 080	1	Inkster	Dr. Edmond Beverly, Superintendent	313-722-5310
82 090	1	Lincoln Park	Douglas H. Knight, Superintendent	313-246-4300
82 095	1	Livonia	Carole Samples, Asst. Superintendent	313-523-9181
82 100	1	Plymouth	Dr. Michael Homes, Asst. Superintendent	313-451-3150
82 110	2	Redford	Kenneth L. Jolnson	313-592-3307
82 120	2	River Rouge	James Doig, Jr., Director	313-297-9625
82 130	2	Romulus	Thomas Dolan, Principal	313-941-2170
82 140	1	South Redford	Stewart Schauder, Principal	313-535-4000
82 150	1	Taylor	Robert Haarala	313-374-1220
82 155	1	Trenton	Carol Wallman, Admn. Assistant	313-676-8600
82 160	1	Wayne-Westland	Ron Somers, Exec. Director	313-595-2094

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Code	*	District	Contact Person	Phone No.
82 170	3	Wyandotte	Dr. Murray Morrow, Special Education	313-246-1076
82 180	1	Flat Rock	Mr. Robert Byrd, Superintendent	313-782-2451
82 230	5	Crestwood	David Taylor	313-278-0903
82 240	2	Westwood	Jean Schoenberger, Director	313-565-1900
82 250	2	Ecorse	Barbara Witzke	313-379-3564
82 290	1	Gibraltar	Barbara Witzke	313-379-3564
82 300	1	Grosse Ile	Thomas Brown	313-675-1550
82 320	1	Harper Woods	Truman Guard, Adm. Assistant	313-839-1298
82 340	5	Huron	Gary J. Jackson, Superintendent	313-782-2441
82 365	1	Woodhaven	Bill Meadows, Asst. Superintendent	313-782-4700
82 390	1	Northville	Dr. Dolly McMaster, Asst. Superintendent	313-344-8442
82 400	1	Riverview	Dr. Charles J. Kromer, Asst. Superintendent	313-285-9662
82 405	3	Southgate	Dr. Joseph G. Maciolek, Curr. Director	313-246-4600
82 430	2	Van Buren	Douglas Brown, Dir. Instruction	313-697-9127
83		WEXFORD COUNTY		
83 010	1	Cadillac	H. Engels, Asst. Principal	616-779-9373
83 060	2	Manton	Wayne T. Berg, Principal	616-824-6411
83 070	2	Mesick	George Hubbard, Superintendent	616-885-1200

MICHIGAN DEPARTMENT OF EDUCATION
DROPOUT PREVENTION STRATEGIES

1. Adult Extended Learning Services: Michigan Basic Skills Hotline

A. Focus:

1. Parents call on behalf of students experiencing academic, social or other "at-risk" barriers.

2. Parents are counseled regarding "at-risk" factors and importance of early and concrete intervention efforts.

3. Options for intervention are identified and agreed upon.

4. Parent is referred to local school district personnel for follow-through assistance.

5. Hotline staff follows up with parent and local district personnel.

B. Intervention Strategies:

1. Parent or student calls indicating interest in returning to school.

2. Reasons for previously dropping out are discussed.

3. Hotline staff or resource counsultant contact local district and identify options, i.e., reenrollment in regular school, alternative school, high school completion.

4. Options are discussed with student, parent. Previous barriers will guide decision-making.

5. Referral is made. Hotline staff provide follow-up with parent/student and local program staff.

C. Funding Source:

Private partnership jointly funded by Dayton-Hudson.

Contact Person: Karen Davis
(800) 537-2836
(517) 373-4218

2. Bilingual Education

A. Focus:

Bilingual Education remedial programs for students of limited English proficiency. [state-funded]

Bilingual Education and other intervention services for students of limited English proficiency. [federally-funded]

Refugee educational support services for refugee status students. [federally-funded]

Emergency immigrant support services for immigrant students. [federally-funded]

B. Intervention Strategies:

Dropout features of these support programs are: 1) outreach into home sites; and 2) the provision of alternative education services delivery, modes of instruction, and personal support via qualified staff. [state-funded]

C. Funding Source:

State and federal funds.

Contact Person: Miguel Ruiz
(517) 373-6066

3.1 Compensatory Education: Article 3

A. Focus:

Article 3 compensatory education services for low-achieving pupils in grades K-10 in districts with high concentrations of low-achieving pupils as indicated by the MEAP tests.

B. Intervention Strategies:

Supplementary instruction in reading and mathematics coordinated with regular classroom programs; program improvement required in schools with low achievement gains.

C. Funding Source:

State funded.

Contact Person: Linda Brown
(517) 373-3921

3.2 Compensatory Education: Section 48

A. Focus:

Section 48 alternative juvenile rehabilitation services for junior high and high school youth needing remedial academic and/or social rehabilitative assistance.

B. Intervention Strategies:

Alternative education programs for youth unable to function successfully in the regular program; juvenile court involvement in selecting participants and evaluating impact of program.

C. Funding Source:

State funded.

Contact Person: Linda Brown
(517) 373-3921

3.3 Compensatory Education: Chapter 1

A. Focus:

Chapter 1 compensatory education services for low-achieving public and nonpublic school pupils living areas with high concentrations of low-income children.

B. Intervention Strategies:

Supplementary instruction in reading and/or mathematics based on needs assessment; instruction coordinated with regular classroom program; program improvement required in schools with low achievement gains; individual program adjustments required for unsuccessful pupils.

C. Funding Source:

Federally-funded.

Contact Person: Linda Brown
(517) 373-3921

4. Detroit Office: Clearinghouse and Statewide Network

A. Focus:

The Detroit Office houses a clearinghouse of dropout prevention materials. The office also undertakes research and survey activities related to at-risk youth and is prepared to coordinate technical assistance in these areas. In 1988, for example, the Detroit

Office carried out a statewide survey of at-risk youth programs in Michigan and prepared the Michigan Children At-Risk Resource Manual. It will serve as the nexus for a statewide dropout prevention network.

B. Intervention Strategies:

The Detroit Office carries out technical assistance activities and assists in the coordination of Lansing-based services. A state-wide dropout prevention network, designed to distribute information regarding successful programs and practices to school districts throughout the state, and to be the vehicle for regional conferences, is in development. The office now serves as the Michigan Department of Education's liaison to the Detroit Compact. It also provides public information and refers problems and inquiries to appropriate state offices.

C. Funding Source:

State funded.

Contact Person: Kenneth Harris
(313) 256-2100
(313) 256-2112 (fax)

5. Handicapped Infant and Toddler (PL 99-457)

A. Focus:

Part H of Public Law 99-457, the 1986 Amendments to the Education of the Handicapped Act, provides funding to states to "assist in developing a statewide, comprehensive, coordinated, multidisciplineary, interagency program of early intervention services to infants and toddlers with handicaps, and those at risk of developmental delay, and families."

B. Intervention Strategies:

This federal program directs states to improve the service delivery system to the special needs population, birth to 36 months, through collaborative efforts among the major agencies within the state. This effort will build upon the existing special education system, and other early intervention systems, improving the timelines of early identification of special needsa young children, and developing a service system which is family-focused and community-based. The collaborative effort is intended to eliminate duplication of services across agencies, as well as identify and eliminate gaps in services and ultimately result in an effective and cost-efficient early intervention system.

C. Funding Source:

Federally-funded.

Contact Person: Carolyn Logan
(517) 373-8483

6. Homeless Youth Program

B. Intervention Strategies:

Technical assistance from the Department to assure that children of homeless families and homeless youth have access to free and appropriate education and schooling experiences which would be provided to the children of the residents of the state.

C. Funding Source:

Federally funded (Stewart B. McKinney Homeless Assistance Act).

Contact Person: Claudette Nelson
(517) 373-3260

7. Indian Education Unit

A. Focus:

Michigan Indian Youth Retreat, 4-day summer workshop for students 7th grade through 12th grade.

Regional meetings with the three coordinated community education committees representing:

a) federal Tribal Native American communities
b) rural historic Tribal communities
c) urban Native American Communities (federally funded LEA formula Indian education programs and Indian Centers)

B. Intervention Strategies:

Dropout features of this program: (1) continuous updates on status of Native American students; (2) technical assistance with Native American educators and public school educators which encourages programing that meets individual Native American student needs; (3) coordination of state-funded programs (and federal flow-through programs) with LEAs which Native American students would most benefit.

C. Funding Source:

State funded.

Contact Person: Pam Dunham
(517) 373-6059

8.1 Life Skills: Consumer Home Economics

A. Focus:

Pro-Active Approach: Consumer Home Economics Parenthood Education. Three hundred fifty-five Michigan high school Consumer Home Economics programs offer parenting classes for high school students who are not yet parents. The courses are part of the schols' regular Vocational Consumer Home Economics curricula and are designed as one-semester courses for high school credit. The programs include laoratovey experiences with infants, toddlers, preschoolers, and elementary school children.

Much of the interest in praenting today arises from an interest in prevention strategy than parenting. With the parent-child relationship as a fundamental social unit, the handling of the parenting job affects virtually every aspect of society. Parenting failures are failures in the nurturing of children into productive citizens. And at the same time, parenting failures are successes for cycles of child abuse, violence, substance abuse, school dropouts, teen pregnancy, and sexually transmitted disease.

C. Funding Source:

State Added Cost funding.

Contact Person: Joanelle Long
Francine Smithson
(517) 373-3365

8.2 Life Skills: Consumer Home Economics.

A. Focus:

Life Management Education is the acquisition and application of creative and critical thinking skills relevant to individual and family life. It provides for the application of academics to the practice of skills necessary to succeed in the multiple role of home managers and wage earners.

Life Management Education enables a student to solve problems or approach tasks with confidence in the following areas of daily living:

Skills for Living (Middle School/Junior High); Skills for Managing Life (High School): Developed and disseminated through extensive professional technical inservice in Michigan high schools and middle schools in the last seven years, the curricula has been implemented state wide and is continually being updated to meet students' needs for the 1990's.

C. Funding Source:

Federally funded (Carl Perkins).

Contact Person: Joanelle Long
Francine Smithson
(517) 373-3365

9. Migrant Education

A. Focus:

Regular school year: Migrant Education remedial and support programs focused on basics. The basic skills of math, reading and oral language development via bilingual education tutoring, English-as-a-second language and support staff.

Summer school operation: Summer school is offered to migrant students for six to eight weeks focused on math, reading, computer literacy, field trips, oral language development, etc.

B. Intervention Strategies:

Service to dropouts: (1) identification and recruitment of middle and high school migrant students into the PASS/MINI PASS program. This CLEP-like system for issuing middle and high school course(s) credit(s) is a very effective system for keeping students in school; (2) operation of summer educational programs such as the Black Family and the Child Summer Institute in Lansing, Michigan.

C. Funding Source:

Federally funded.

Contact Person: Miguel Ruiz
(517) 373-6066

10. Office of Minority Equity

A. Focus:

Martin Luther King, Jr./Cesar Chavez/Rosa Park (KCP) College Days introduce 7th - 11th grade students, from school districts with large minority enrollments, to college life. The goal is to inspire all youth, regardless of previous academic achievement, to go to college. These programs vary from one-day to week-long programs. Students have opportunities to discuss academic, admissions and financial aid requirements, to interact with faculty and explore career possibilities. There is no cost to the families. The State, universities, and school districts share the costs of the KCP College Day programs.

B. Intervention Strategies:

Achieve a College Education (ACE) Team Program mobilizes the natural support systems that exist in our communities to work together with the schools and universities in

addressing the objectives of the KCP initiative. The services and expertise of the successful leaders; community, business and professional organizations; block clubs; churches; tribal groups; fraternities and sororities join forces through ACE to expose a greater number of students to the potential a college education holds and the steps they must take to successfully "Achieve a College Education." ACE team volunteers receive training, a portfolio of informational materials and on-going support through volunteer coordinators and the Office of Minority Equity.

C. Funding Source:

State funded.

Contact Person: Earl Nelson
(517) 334-6275

11. Partnerships for Education

A. Focus:

Partnerships for Education grant program to develop and expand partnerships between the schools and their communities.

B. Intervention Strategies:

Partnerships focusing on dropout prevention include: attendance and achievement incentives, tutors, mentors, job shadowing, employability skills training, and other activities involving human resources from business and community partners.

C. Funding Source:

State funded.

Contact Person: Elaine Gordon
(517) 373-1809

12. School-Age Parents Program

A. Focus:

Participating school districts provide opportunities for pregnant and parenting students to continue schooling while enrolled in either special programs or alternative schools.

Instructional strategies are individualized.

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B. Intervention Strategies:

Participating school districts provide the following services to assure uninterrupted schooling experiences:

1) instruction/basic curriculum
2) guidance and counseling
3) social services (Michigan Department of Social Services)
4) health services (Michigan Department of Public Health)
5) food and nutrition (School Lunch and Breakfast program)
6) transportation
7) infant and child care

C. Funding Source:

State funded (Section 93 of the School Aid Act).

Contact Person: Claudette Nelson
(517) 373-3260

13.1 School Improvement Office

A. Focus:

State-wide, district-supported, building-based school improvement efforts for every Michigan school.

Section 90 School Redesign/Innovative and Diversified Educational Programs provides up to $50,000 for restructuring planning and implementation.

Section 91 School Improvement/Core Curriculum/Annual Education Reports for schools to develop school improvement plans.

B. Intervention Strategies:

Dropout prevention encouraged through:

1) Concentrating improvement efforts on teaching for learning -- at the classroom level.

2) Emphasizing the use of both quality standards and equity -- for all students.

3) Student outcomes that use many measures of progress and form the basis for improvement in the school.

C. Funding Source:

State funded.

Contact Person: Janice M. Brown
Nancy M. Haas
(517) 373-6724

13.2 School Improvement Office

A. Focus:

Chapter II -- development of school improvement plans on the effective schools model.

B. Intervention Strategies:

Each school in Michigan is encouraged to participate in school improvement efforts that:

1) Establish a common mission for a school.

2) Particpate in a comprehensive needs assessment which disaggregates data and identifies students at risk.

3) Develop goals, objectives and activities which are student outcome directed.

4) Evaluate progress on a continual basis.

5) View school improvement as a continuous process.

C. Funding Source:

Federally funded.

Contact Person: Janice M. Brown
Nancy M. Haas
(517) 373-6724

14. Sex Equity

A. Focus:

All of the programs and publications offered by the Office for Sex Equity are designed to enhance the quality of education and success for all students. The following contain specific services and/or information focusing on at-risk students.

Publication: "A Review of the At-Risk Literature with Special Emphasis on Female Students: A Research Summary." [Research review which groups themes and conclusions under major subject headings, such as, demographics, school climates, student behaviors/beliefs/attitudes, teen parenting, etc.]

Technical Assistance: Student Data Collection Model (one component of both Office for

Sex Equity in Education's multi-service, on-site sex equity assessment models.) [Detailed K-12 data analysis model which emphasizes collection, disaggregation, links, patterns and the significance of this information in predicting student outcomes.]

Training Seminar: Gender Equity and At-Risk Students. [A one-day seminar for educators which reviews at-risk research, gender-based differences, program analyses and intervention strategies.]

Training Seminar: School Improvement, Gender Equity and At-Risk Students. [A half- or one-day seminar for educators involved in the school improvement process which analyzes data collection links and patterns in the K-12 continuum in response to research on at-risk students and gender-based differences in student outcomes.

C. Funding Source:

No programs are federal/state specific; the Office for Sex Equity 1989-90 budget is 78% federal and 22% state.

Contact Person: Jo Jacobs
(517) 373-3497

15.1 Special Populations Programs & Services

A. Focus:

Operation Graduation School Dropout Prevention Programs.

B. Intervention Strategies:

Through work incentives and support services, including, counseling, tutorial assistance, basic skills remediation or upgrading, and career exploration and development, economically disadvantaged junior and senior high school students identified as potential dropouts are encouraged to remain in school and graduate.

C. Funding Source:

State funded.

Contact Person: Robert S. Kennon
(517) 373-3387

15.2 Special Populations Programs & Services

A. Focus:

Programs for persons with special needs (disadvantaged, handicapped, and persons of limited-English-proficiency.

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B. Intervention Strategies:

Provide support services that are supplemental to the regular vocational programs, i.e., counseling, related math and language support, paraprofessionals and special services to assist handicapped students.

C. Funding Source:

Federally funded.

Contact Person: Robert S. Kennon
(517) 373-3387

15.3 Special Populations Programs & Services

A. Focus:

Single parents/homemakers.

B. Intervention Strategies:

Provide vocational education and support services to assure that single parents/homemakers are employable. Support services provided are math and language support, transportation, child care and instruction in skills of living and coping with daily problems.

C. Funding Source:

Federally funded.

Contact Person: Robert S. Kennon
(517) 373-3387

16. State Education Coordination & Grant Program

A. Focus:

Over 70 dropout prevention programs are funded under JTPA 8 percent. Local school districts address the basic skills and pre-employability/work maturity competency needs of youth 14-21.

Targeted groups include teen parents, handicapped youth, and those possessing substantial barriers to school completion and employment.

B. Intervention Strategies:

Clients are identified as requiring supportive and/or adaptive services at an early age. Programs embrace regular school year and summer work activity whereby an individual may be involved in JTPA/school sponsored activity from 9th grade through community college.

Employability development plans are used as client guides for performance goals attainment.

C. Funding Source:

Federally funded.

Contact Person: Robert S. Kennon
(517) 373-3387

17. State Funded Preschool

A. Focus:

Early childhood programs for four-year olds "at-risk" of becoming educationally disadvantaged and who may have extraordinary need of special assistance.

Programs are operated by LEA's and ISD's which are identified by formula as having a high concentration of prekindergarten children in need of special readiness assistance.

Programs are operated by other public entities and private, non-profit agencies, organizations and programs which are selected through competitive application.

B. Intervention Strategies:

The Early Childhood Education Program must operate four days per week for a minimum of 2.5 hours of teacher/child interaction or contact time per day; plus one day per week for parental involvement and staff planning or training, for a minimum of 30 weeks. Other program requirements include a maximum class size of 18 children, an adult/child ratio of 1:8, trained and qualified teachers and support staff, a parental involvement component, a curriculum committee, collaboration with other local early childhood programs and other components as identified in the Standards of Quality and Curriculum Guidelines for Preschool Programs for Four-Year-Olds.

C. Funding Source:

State funded.

Contact Person: Carolyn Logan
(517) 373-8483

18. Technical Preparation

A. Focus:

Technical preparation programs focus on students enrolled in 'general education' programs. The programs reflect a coordinated curriculum, planned jointly by K-12 and community college faculty and career guidance counselors.

B. Intervention Strategies:

Technical preparation is designed to help students form a career goal in a technical occupation for which they begin preparation in high school and continue toward specialization to an associate degree at the community college. Technical preparation provides 1) career awareness, exploration and self-awareness; 2) career planning; 3) academic assessment and placement; and 4) education/ employability development plans whereby students choose careers which match their interest and then select courses or subjects which enables them to reach their career goals.

C. Funding Source:

State funded.

Contact Person: Sandra Ritter
(517) 373-0403

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